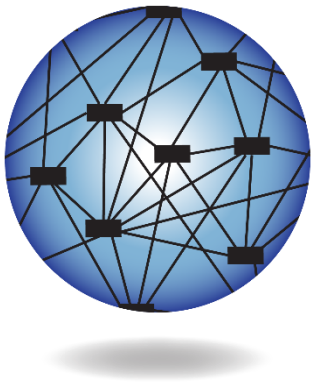


DYNAMIC®
LEARNING MAPS

TEST ADMINISTRATION MANUAL 2020–2021

YEAR-END MODEL STATES

Publication Date: 07/23/2020

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the publication date noted above.

ABOUT THIS MANUAL

Although this manual contains a large amount of information, it is important to read it in its entirety. To effectively sort information for ease of use, the manual is organized in three categories (Table 1).

Table 1

Test Administration Manual organization

Category	Information Included
Introduction, pages 14–22	Provides an orientation to the Dynamic Learning Maps® (DLM®) project, the assessment system, and the DLM testlets.
Assessment, pages 23–85	Provides information on the preassessment process, spring assessments, and preparation for future years.
Systems, pages 86–96	Provides an overview of Kite® Student Portal, with step-by-step instructions and screenshots. Go to the EDUCATOR PORTAL USER GUIDE for detailed information on all Educator Portal processes.

FINDING HELP

When the information in this manual and resources from the state Dynamic Learning Maps® (DLM®) webpage do not lead to solutions, these contacts can provide additional support (Table 2).

HINT: Print this page and keep it handy!

Table 2

Additional Supports for Users

Local Technology Representative	Local Assessment Coordinator	Local Assessment Coordinator or Data Manager
Kite® Student Portal installation General computer support Internet availability Display resolution Issues with sound, headphones, speakers, etc.	How to use Student Portal and Educator Portal Training requirements Assessment questions Assessment scheduling Test invalidation requirements Student Individualized Education Program (IEP) requirements Test window dates, extensions, requirements, etc. Testlet resets (may take up to 72 hours)	Data issues (rosters, enrollment, etc.)

WHEN CONTACTING THE DLM SERVICE DESK

- **Do not send any Personally Identifiable Information** (PII) for a student via email. Sending PII is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII includes information such as a student's name or state identification number. Each state has unique PII requirements. Check with your assessment coordinator to find out what student information can be legally emailed in your state.
- Do send
  - your contact information (email address and name)
  - your school name (include the district if contacting state-level personnel)
  - error messages, including the testlet number if applicable to the problem

TEST ADMINISTRATION MANUAL 2020–2021

CONTENTS

CHECKLIST FOR TEST ADMINISTRATORS (2020-21)

The following checklist details the critical steps for test administrators to follow. Refer to this checklist while preparing for the Dynamic Learning Maps alternate assessments.

NOTE: All documents and other resources can be found on www.ride.ri.gov/dlm and additional links are embedded below, as necessary.

þ	Step
	1. **Sign up for DLM Test Updates during the year at** https://dynamiclearningmaps.org/test-updates**.**
	2. **Confirm student eligibility to participate in DLM alternate assessments.** • RIDE will upload students and register them for the DLM alternate assessments in the Kite Educator Portal the week of January 25, 2021. • Confirm with your district special education director and/or testing coordinator which students will participate in the alternate assessment, including their grade level and the content areas in which they should be tested. • **Outplacement Schools:** Any student tuitioned to a school either within our outside of Rhode Island is responsible for administering any state assessments required by the Rhode Island Department of Education for the student's current grade level. It is the responsibility of the sending district to ensure that the outplacement school tests the student at the correct grade level and in the correct content areas. If the grade level in the Enrollment Census does not match the grade level of the tests the student took, then any tests administered may be invalidated.
	3. **Download the following documents** from www.ride.ri.gov/assessment-materials from the *Test Administrator* tab or from https://dynamiclearningmaps.org/rhodeisland: • *RI Guide to Required Training* • *Test Administration Manual* • *Accommodations and Accessibility Manual* • *Educator Portal User Guide* • *How to Know if Testing is Complete*
	4. **Get or activate your account in Educator Portal (EP)*** by following the instructions in the KITE activation email. ***NOTE:*** *Three (3) hours after activating your account in Educator Portal, your account in the Moodle training site will be available.* • **NEW Test Administrators:** Your district special education director or district test coordinator is responsible for creating an account in Educator Portal for new test administrators. You will not receive an activation email until your district has created an account for you. Once you receive an activation email, follow the steps included in it to activate your account. • **If you did not receive an automatic email** from KITE_support@ku.edu, contact your district special education director or district testing coordinator to verify your email address and have it resent. • **Watch:** *Getting Started in Educator Portal* (video: 4:25) http://www.dynamiclearningmaps.org/erp/videos **Returning Test Administrators:** Last year's username and password are still active and can be used to access your account. Forgot your username or password? Click *Forgot Password?* on the Educator Portal home page.

þ	Step
	5. **Complete the Security Agreement in Educator Portal.** • **Watch:** *Signing the Security Agreement* (video 0:38) http://www.dynamiclearningmaps.org/erp/videos • **Read:** *Test Administration Manual,* page 33 or *Educator Portal User Guide*, pages 15-16. **NOTE:** You ***will not*** be able to administer testlets if you do not agree to and sign the Security Agreement.
	6. **Complete the Required Test Administrator Training.** Districts are required to train all test administrators for the DLM alternate assessments. Districts have two options for providing this training. Contact your district special education or testing coordinator about which option will be offered in your district. • **Read:** *RI DLM Guide to Required Training 2020-21* (www.ride.ri.gov/assessment-manuals) and district memos about which option your district chose and when and where training will take place. ***Option 1:*** *Self-Directed Training using the Moodle training site.* The Moodle training site is separate from Educator Portal. When a teacher account is created in Educator Portal, another account is automatically created in the training site (Moodle). ***Option 2:*** *Facilitated in-person training led by district administrators.* This is the most popular option since it ensures all teachers are properly trained and all questions are answered. The facilitated training presentations, transcripts, activities, and videos can be accessed from the Moodle site only by district administrators. **Moodle Account Information:** • The training site is separate from Educator Portal. Three (3) hours after your account was activated in Educator Portal, another account was automatically created in the training site (Moodle). • Access the Moodle training modules here: https://training.dynamiclearningmaps.org/login/index.php • **No activation email?** Use the *Forgotten your username or password?* link on the Moodle home page to reset your password. • **Print a copy of completion certificate** and give a copy to your special education director or test coordinator. ***Returning Test Administrators:** Last year's username and password must be reset. and can be used to access your account. Forgot your username or password? Click *Forgot Password?* on the Moodle home page.
	7. **Review student demographic and roster information in Educator Portal for accuracy.** You can only review demographic information if you have a roster of students for each content area. If you do not see your students, make sure you have completed steps 1-6 of this checklist first, then contact your special education director/district test coordinator if you do not have a roster. You should have one roster each for English language arts, mathematics, and science. Science is **only** for grades 5, 8, and 11. • **Read:** *Review Student Demographic Information, Test Administration Manual*, page 33. • View rosters in Educator Portal by clicking on SETTINGS, then ROSTERS, then VIEW ROSTER. Select the one you want to view (ELA, math, or science). • **If the roster is not correct*:** ○ Contact your district testing coordinator or special education director to resolve the issue. Your district administrator can then contact RIDE to make any necessary changes in Educator Portal. ○ **Outplacement Schools** must contact the sending district with any corrections. The sending district will then contact RIDE to make any necessary changes to student information in the Educator Portal. * Districts are responsible for ensuring that the student demographic information in Educator Portal matches the demographic information in the Enrollment Census and in the Special Education Census; RIDE cannot make changes to that information.

þ	Step
	8. **Read the *Accessibility Manual* to determine accessibility features and accommodations and ensure the IEP is up-to-date.** • **Read:** Accessibility Manual (www.ride.ri.gov/assessment-manuals) • Accommodations must be included in each student's IEP. If the accommodations need to be adjusted or added to the IEP, this must be done before testing can begin. Amending the IEP can be done by convening a full IEP Team meeting *or* by following an amendment process as developed by your district. Contact your district special education director for more information.
	9. **Complete each student's Personal Needs and Preferences Profile (PNP).** See the *Test Administration Manual, page 33.* • Step-by-step instructions can be found in the *Educator Portal User Guide*, page 19, *Complete the PNP* • **March 22, 2021:** All First Contact Surveys and Personal Needs and Preferences must be completed.
	10. **Complete or update the First Contact Survey** • Student will not receive testlets if the First Contact Survey is not submitted. • **Read:** ○ *Test Administration Manual*, page 34 ○ Step-by-step instructions: *Educator Portal User Guide* (pages 39-47). • **March 22, 2021:** All First Contact Surveys and Personal Needs and Preferences must be completed.
	11. **Ensure KITE Student Portal is installed on assessment devices.** • If you do not have KITE Student Portal installed on the computer or laptops you will be using, contact your district assessment coordinator or technology director.
	12. **Familiarize yourself and your students with DLM testlets.** Practice Activities and Released Testlets can be accessed in two ways: 1) through Kite Student Portal and 2) downloading a PDF. • Information on how to access the practice testlets, including practice testlet login information, can be found in the *Test Administrator Manual*, page 34, and at www.ride.ri.gov/released-items and click on the *Dynamic Learning Maps* tab. • This is also a good time to check compatibility of students' devices with Student Portal.
	13. **Schedule locations and times for assessment sessions. Test window: April 5 – May 21, 2021.** 1. All assessments must be completed by the end of the school day on May 21, 2021. • It is important that teachers and students have a consistent, familiar location in which to test students and that they have access to the same devices on which to test students. • **NOTE:** All DLM assessments are to be delivered in-person, to each student. Remote testing is not available for these assessments. Contact your district testing coordinator for more information and guidance on scheduling these assessments while maintaining health and safety guidelines.
	14. **Retrieve student login and password for the first testlet** • Step-by-step instructions for retrieving the first testlet can be found in the *Educator Portal User Guide*, page 49, *View Student Username and Password.* • Remember that you will get the student's login and password and TIP sheet from Educator Portal but will administer the test in Student Portal.
	15. **Retrieve the TIP sheet for the first testlet and gather materials needed before beginning assessment.** • Step-by-step instructions for retrieving the first testlet can be found in the *Educator Portal User Guide*, page 52, *Retrieve Testlet Information Page (TIP) for Year-End Model States.*

þ	Step
	• Remember that you will get the student's login and password and TIP sheet from Educator Portal but will administer the test in Student Portal.
	16. **Assess student on the first testlet.** • After testing the student, there will be a 15-minute waiting period between testlets. • You may wait the 15 minutes between testlets if you would like to continue in the same content area or you may switch to a different content area.
	17. **Confirm all testlets have been completed.** • Step-by-step instructions for finding out how many testlets have been completed and whether or not a student has completed testing, can be found in *How to Know if Testing is Complete* at www.ride.ri.gov/assessment-manuals.

INTRODUCTION

ABOUT THE DYNAMIC LEARNING MAPS® ALTERNATE ASSESSMENT SYSTEM

The Dynamic Learning Maps® (DLM®) Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in the DLM assessed subject areas in grades 3–8 and high school. The department of education in each state determines which subjects and which grades to assess.

The DLM system was developed to provide accessibility by design and to be guided by the core beliefs that all students should have access to challenging, grade-level content, and that test administrators must adhere to the highest levels of integrity both in providing instruction and in administering the assessment based on this challenging content.

STUDENTS

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have one or more disabilities that especially affect intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly affected, the individual is unlikely to develop the skills needed to live independently and to function safely in daily life. The DLM alternate assessment is designed for students for whom general education assessments are not appropriate, even with accessibility supports.

Students taking the DLM alternate assessment require extensive, direct instruction, and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards but at reduced depth, breadth, and level of complexity.

Subjects

The DLM alternate assessment is available for English language arts (ELA), mathematics, and science in grades 3–8 and high school. Check with your assessment coordinator or look on your DLM state webpage for the subjects and grades your state assesses.

The Dynamic Learning Maps Foundation

English Language Arts and Mathematics

ELA and mathematics each use a fully developed learning map model. The DLM maps are highly connected representations of how students acquire academic skills as reflected in research literature. Nodes in the maps represent discrete knowledge, skills, and understandings in either ELA or mathematics, as well as important foundational skills for academics. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of June 2020, the ELA map has more than 2,000 nodes. The mathematics map has more than 2,300 nodes, and both subject maps have more than 150 foundational nodes associated with them. More than 10,000 connections exist between the nodes in the combined maps.

Science

In 2014, five DLM member states began a two-phase development of a science assessment following the DLM model. Since that time, most of the consortium states have joined the effort.

Phase I of science development included a 2016 spring operational assessment based on alternate science content standards at three levels of complexity for three grade bands. Phase II, which is in progress, includes the development of a learning map model for science. Additionally, DLM staff are also creating professional development products for science.

Essential Elements

The DLM content standards are called Essential Elements and are the learning targets used for the assessments. The purpose of the Essential Elements is to build a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities who often have multiple disabilities.

Each subject and grade-level assessment is designed to assess a specific set of Essential Elements. Blueprint documents available on your state's page on the DLM website include the Essential Elements for each grade.

Blueprints

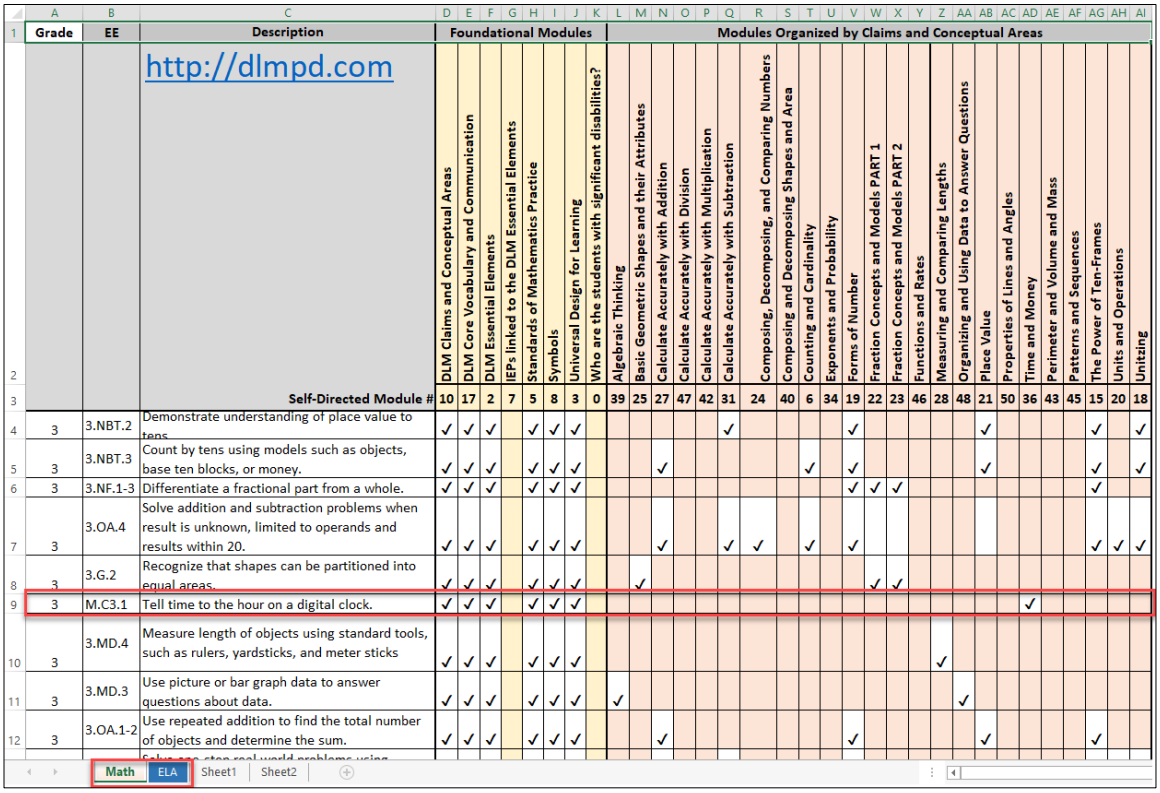
The DLM Consortium state education leaders selected a subset of Essential Elements for use in each grade level and subject area. These subsets are called the testing blueprints. The spring assessment is guided by the blueprints, and students are tested over all Essential Elements in the blueprints for all subjects.

Essential Elements for ELA and Mathematics

Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. The DLM maps for ELA and mathematics clarify how students can reach the academic targets specified in the Essential Elements. For each Essential Element, small collections of nodes are identified earlier in the map, representing critical stages on the path toward the standard. These small collections of nodes are called linkage levels.

For all ELA and mathematics Essential Elements available for assessment, the Educator Resource Page (https://dynamiclearningmaps.org/erp_ye) on the DLM website provides documents describing their linkage levels and nodes. The Excel workbook, Professional Development Modules Supporting Essential Elements, is also available on the Educator Resource Page (Figure 1). This workbook cross-references each Essential Element to the relevant professional development modules. The workbook includes one tab for ELA and one for mathematics. Below is a screenshot of a portion of the workbook.

Figure 1. Professional Development Modules Supporting Essential Elements workbook



Grade	EE	Description	DLM Claims and Conceptual Areas	DLM Core Vocabulary and Communication	DLM Essential Elements	IEPs linked to the DLM Essential Elements	Standards of Mathematics Practice	Symbols	Universal Design for Learning	Who are the students with significant disabilities?	Algebraic Thinking	Basic Geometric Shapes and their Attributes	Calculate Accurately with Addition	Calculate Accurately with Division	Calculate Accurately with Multiplication	Calculate Accurately with Subtraction	Composing, Decomposing, and Comparing Numbers	Composing and Decomposing Shapes and Area	Counting and Cardinality	Exponents and Probability	Forms of Number	Fraction Concepts and Models PART 1	Fraction Concepts and Models PART 2	Functions and Rates	Measuring and Comparing Lengths	Organizing and Using Data to Answer Questions	Place Value	Properties of Lines and Angles	Time and Money	Perimeter and Volume and Mass	Patterns and Sequences	The Power of Ten-Frames	Units and Operations	Unitizing
		http://dlmpd.com	Foundational Modules								Modules Organized by Claims and Conceptual Areas																							
		Self-Directed Module #	10	17	2	7	5	8	3	0	39	25	27	47	42	31	24	40	6	34	19	22	23	46	28	48	21	50	36	43	45	15	20	18
3	3.NBT.2	Demonstrate understanding of place value to tens	✓	✓	✓		✓	✓	✓							✓					✓						✓					✓		✓
3	3.NBT.3	Count by tens using models such as objects, base ten blocks, or money.	✓	✓	✓		✓	✓	✓				✓						✓		✓						✓					✓		✓
3	3.NF.1-3	Differentiate a fractional part from a whole.	✓	✓	✓		✓	✓	✓												✓	✓	✓									✓		
3	3.OA.4	Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.	✓	✓	✓		✓	✓	✓				✓			✓	✓		✓		✓											✓	✓	✓
3	3.G.2	Recognize that shapes can be partitioned into equal areas.	✓	✓	✓		✓	✓	✓			✓										✓	✓											
3	M.C3.1	Tell time to the hour on a digital clock.	✓	✓	✓		✓	✓	✓																				✓					
3	3.MD.4	Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks	✓	✓	✓		✓	✓	✓																✓									
3	3.MD.3	Use picture or bar graph data to answer questions about data.	✓	✓	✓		✓	✓	✓		✓															✓								
3	3.OA.1-2	Use repeated addition to find the total number of objects and determine the sum.	✓	✓	✓		✓	✓	✓				✓								✓						✓					✓		

Math | ELA | Sheet1 | Sheet2

The Relationship Between English Language Arts and Mathematics Essential Elements, Nodes, and Mini-maps

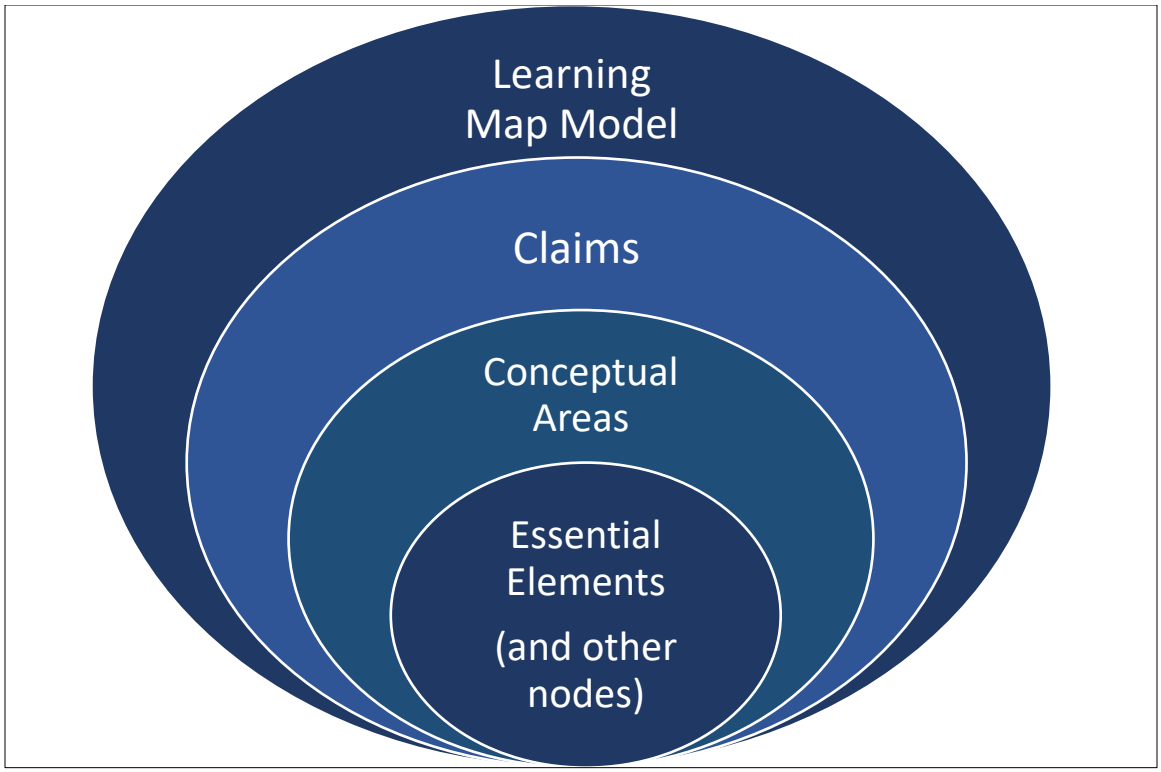
Understanding the DLM alternate assessment involves understanding the relationships among the components of the system. These components include the DLM maps, claims, conceptual areas, Essential Elements, nodes, and mini-maps.

The DLM maps are large and complex representations of how students develop academic knowledge and skills. These maps highlight multiple potential pathways that students may follow to develop knowledge and skills in ELA and mathematics.

Claims organize the DLM maps so that the maps can drive the assessment system and support test administrators in setting instructional priorities at each grade level. The DLM claims are broad statements about what students are to learn and what the assessments measure.

Sub-areas of the claims, called conceptual areas, identify large areas of conceptually related skills in the DLM maps and connect the maps to the overall claims. Conceptual areas are organized around common cognitive processes, as presented in Figure 2.

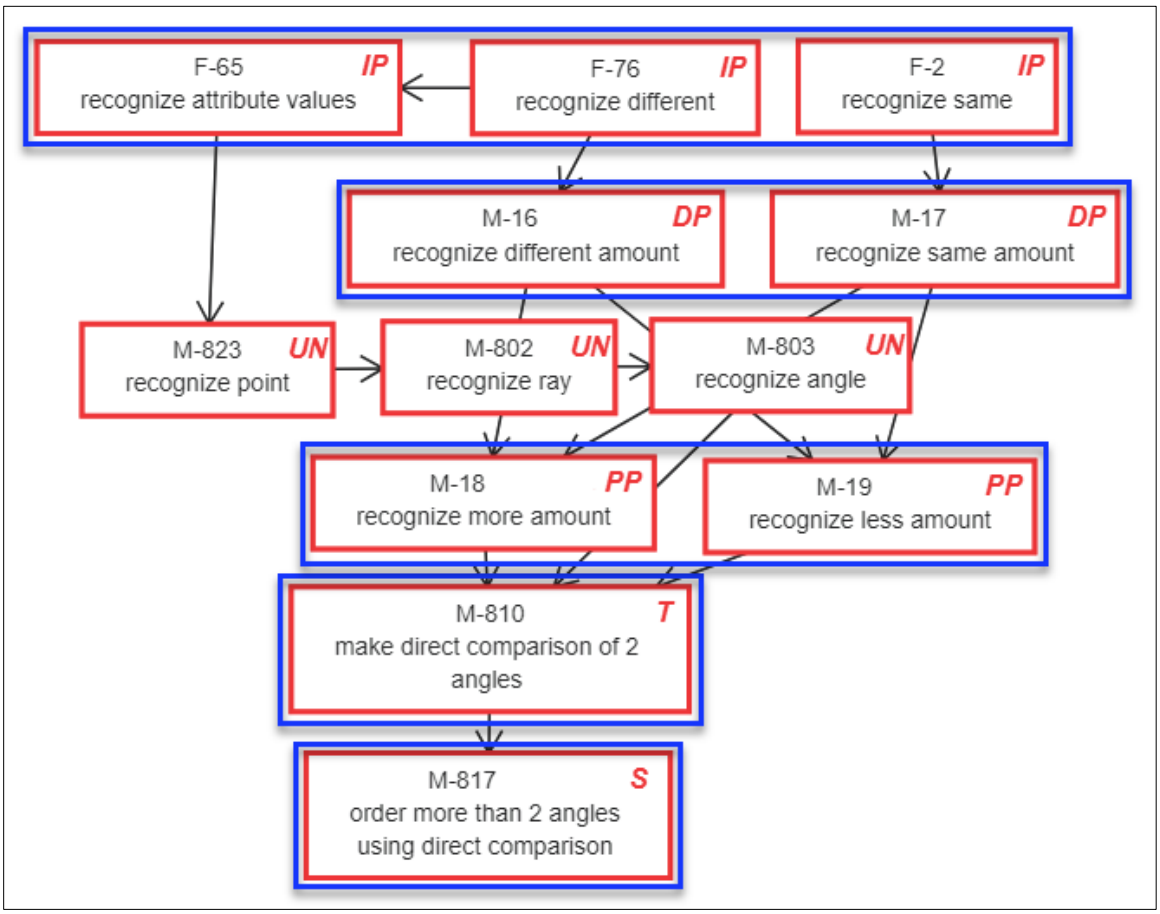
Figure 2. The components of the DLM Alternate Assessment System



Essential Elements represent grade-level targets for students with the most significant cognitive disabilities. Essential Elements are embedded in the DLM maps and are related to small clusters of nodes within the maps called mini-maps.

Figure 3 is an example of a mathematics mini-map with nodes associated with one Essential Element. The nodes are identified by their linkage levels. Linkage levels are a small section of the DLM map containing one or more nodes that represent critical concepts or skills needed to learn the Essential Element.

Figure 3. Mathematics mini-map



Each testlet spans a portion of the DLM map that contains nodes at one linkage level. Each linkage level contains one or more nodes related to an identified Essential Element. Linkage levels precede, correspond to, or go beyond the expectation expressed in the Essential Element. Linkage levels specify a student's performance in relation to the grade-level target.

ELA and mathematics each have five linkage levels:

- Initial Precursor (IP)
- Distal Precursor (DP)
- Proximal Precursor (PP)
- Target (T)
- Successor (S)

The mini-maps also include untested nodes. These untested nodes are designated with a UN. Although not tested for an Essential Element, they are still important as part of the pathway.

Linkage levels are identified by starting with the nodes in the DLM map that most closely match the Target linkage level for the Essential Element. Target linkage level testlets are developed based on the nodes that correspond to the Essential Element. When the target nodes are determined, multiple pathways on the map are carefully inspected to identify nodes that link directly to the Target but precede or extend beyond it.

Testlets at the Initial Precursor linkage level contain nodes that represent the least complex skills. Testlets developed at this level typically reflect foundational nodes in the DLM map. These early foundational nodes connect to the target nodes through one or more pathways in the DLM map. Testlets at the Initial Precursor linkage level are typically intended for students who do not yet have symbolic communication. Test administrators administer the Initial Precursor testlets, observing the student's behavior as directed by the testlet and then recording responses in the testlet.

Testlets at the Distal Precursor and Proximal Precursor linkage levels allow students to develop the knowledge, skills, and understandings needed to reach the Target. Testlets at the Successor linkage level give students the opportunity to take the next step beyond the expectations described by the Essential Element.

> HINT: A PDF with each tested Essential Element and its associated mini-map is available for ELA and mathematics on the Educator Resource Page (https://dynamiclearningmaps.org/erp_ye). These mini-maps show how students gain the knowledge and skills that help them achieve the Target linkage level for the Essential Element. Find the link to the Educator Resource Page for ELA and mathematics on your state page on the DLM website.

Essential Elements for Science

The DLM science Essential Elements are the learning targets for the science assessment. The Essential Elements are specific statements of knowledge, skills, and understandings, including science and engineering practices, linked to the grade-level expectations identified in the National Research Council's Framework for K–12 Science Education. The purpose of the Essential Elements is to build a bridge from the general education content standards to academic expectations for students with the most significant cognitive disabilities.

Science Essential Elements are at grade bands: elementary, middle school, and high school. Each grade band's assessment is designed to assess a specific set of Essential Elements. The Essential Elements included in the blueprint for each grade band are listed in blueprint documents available on your state's page on the DLM website.

The Relationship Between the Science Blueprint, Essential Elements, and Linkage Levels

In the DLM science blueprint, the major assessed science subjects are called domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science. Within each domain, 3–4 core ideas have been selected for use in instruction and assessment. Core ideas are the key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication. Each core idea is further narrowed into topics. Essential Elements were developed from the content in the domains, core ideas, and topics.

Essential Elements specify academic learning targets. In science, each Essential Element has three linkage levels:

- Initial
- Precursor
- Target

The highest linkage level is the Target level and is most aligned to the content of the grade-level standard. The Precursor and Initial linkage levels are less complex than the Target linkage level and provide access to the Target linkage level at reduced depth, breadth, and complexity. Testlets at the Initial level are typically intended for students who do not yet have symbolic communication. For testlets at the Initial linkage level testlets, the test administrator observes the student's behavior as directed by the Educator Directions in the testlet. The test administrator then records responses for the student in Student Portal. Testlets at the Precursor linkage level allow students to develop the knowledge, skills, and understanding needed to reach the target. Testlets at the Precursor linkage level and Target linkage level are computer-delivered and typically taken by the student on the computer. More information about teacher-administered and computer-delivered testlet types comes later in this manual, beginning on page 40.

Table 8 is an example of a middle-school physical science Essential Element with the corresponding linkage levels. Notice the reduced breadth, depth, and level of complexity of the expectation from level to level as well as the embedded practice, which focuses on carrying out investigations.

Table 3

Middle school physical science Essential Element with corresponding linkage levels

Essential Element: EE.MS-PS2-2
Target level: Investigate and predict the change in motion of objects based on the forces acting on those objects.
Precursor level: Investigate and identify ways to change the motion of an object (e.g., change an incline's slope to make an object go slower, faster, farther).
Initial level: Identify ways to change the movement of an object (e.g., faster, slower, stop).

Science instructional activities are available on the Educator Resource Page for Science on the DLM website (https://dynamiclearningmaps.org/sci_resources).

Professional development modules for science are available under the Professional Development tab on the DLM website (https://dynamiclearningmaps.org/professional-development).

ABOUT KITE® STUDENT PORTAL AND EDUCATOR PORTAL

The Kite Suite was designed to deliver the next generation of large-scale assessments and was tailored to meet the needs of students with the most significant cognitive disabilities, who often have multiple disabilities. Educators and students use two of the four applications in the Kite Suite.

Students have accounts in **Kite Student Portal**.

Kite Student Portal is the customized, secure interface test administrators use to deliver the assessment to students. Students log in with their own unique username and password, which the test administrator provides. Once Student Portal is launched, students are prevented from accessing websites or other applications during the assessment. Practice activities and released testlets are also available through Student Portal with demo usernames and passwords. Educators and staff do not have accounts in Student Portal.

Staff and educators have accounts in **Kite Educator Portal**.

Kite Educator Portal is the administrative application in which staff and educators manage student data and retrieve reports. Users can access Educator Portal via https://educator.kiteaai.org. For information on working within Educator Portal, see the DATA MANAGEMENT MANUAL or the EDUCATOR PORTAL USER GUIDE on the DLM website (https://dynamiclearningmaps.org).

HOW TO USE THE DLM WEBSITE

Additional resources for test administrators are available on the DLM website. The DLM Consortium provides resources plus state-specific resources may also be available.

To access resources for your state and role, follow these steps:

2. Go to the DLM website: https://dynamiclearningmaps.org.
3. Hover over the States tab to reveal a list of states.
4. Select your state.

> HINT: Bookmark your state page for quick access later.

Resources on the DLM Website

Table 9 lists DLM resources designed for test administrators. These resources are also available at www.ride.ri.gov/assessment-manuals.

Table 4

DLM resources for test administrators

Resource	Purpose
Test Administration Manual (PDF)	Supports test administrators in preparing themselves and students for assessment
Educator Portal User Guide (PDF)	Supports test administrators and other district educators in navigating Educator Portal to access assessment information including student data and reports
Accessibility Manual (PDF)	Provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility supports available in Student Portal
Educator Resource Page (webpage)	Includes additional resources for educators and test administrators, such as tested Essential Elements and their associated mini-maps
RI Guide to DLM Required Test Administrator Training (PDF)	Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Training modules are in Moodle www.ride.ri.gov/assessment-manuals
Guide to Practice Activities & Released Testlets (PDF)	Supports the test administrator in accessing practice activities in Student Portal using student demo accounts
Test Updates Page (webpage)	Provides breaking news on test-administration activities. Sign up to receive alerts when new resources become available https://dynamiclearningmaps.org/test-updates

HOW THE ASSESSMENT SYSTEM WORKS

OVERVIEW

The Dynamic Learning Maps® (DLM®) alternate assessment is designed to help plan and track a student's learning throughout the year. Assessments are available during the optional instructionally embedded assessment window and during the required spring assessment window.

Instructionally embedded assessments are optional but recommended (Table 10). During the fall and winter months, test administrators access these assessments using the Instruction and Assessment Planner in Educator Portal. Reporting features are available in Educator Portal that help test administrators plan and adjust instruction. The optional instructionally embedded assessments do not contribute toward students' Individual Student Score Reports and do not predict nor guarantee students' overall performance during the spring assessment. The instructionally embedded assessment window closes before the opening of the required spring assessment window.

The spring assessment is required. Each state sets dates for the spring assessment window. During the spring assessment window, all students take testlets that cover all Essential Elements on the blueprint. The spring assessment results will reflect student performance each school year and are used for accountability purposes.

Table 5

Spring assessment and instructionally embedded assessment

Spring Assessment	Instructionally Embedded Assessment
• Required for the state assessments in Rhode Island. • Entire blueprint is covered using 9 testlets in ELA, 6–8 testlets in mathematics, and 9–10 testlets in science, depending on whether biology is tested in high school. • The Essential Elements and linkage levels are assigned to the student. • Results are used for end-of-year Individual Student Score Reports.	• Optional for all subjects tested in your state. • ELA, mathematics, and science Essential Elements are selected for testing by the test administrator. • The system recommends a linkage level for each Essential Element at the opening of the window. The test administrator can accept the recommendation or select another one. • Results are **not** used for end-of-year Individual Student Score Reports.

TESTLETS

The DLM alternate assessment testlets are delivered in Kite® Student Portal. Each testlet contains an engagement activity and three to nine items. In all three subjects, testlets are based on one Essential Element, except for ELA writing testlets, which cover a combination of two to six writing Essential Elements.

Students with the most significant cognitive disabilities who qualify for the DLM alternate assessment require extensive, repeated, and individualized instruction and ongoing supports that are not temporary or transient. These students often have difficulty retaining information in working memory for extended periods of time. Therefore, testlets were created to be brief: containing only a few items, each testlet begins with an engagement activity designed to activate prior knowledge, motivate the students, and provide a context. (Sinharay et al., 2014)

These small testlets were created to be delivered to students over a period of several weeks to avoid placing undue stress upon the students and best meet their needs. The assessment also allows continued instruction to occur throughout the state's assessment window. Assessing the student is to be individualized and not to be conducted in a group setting, as is done with standardized assessment for students who take general education assessments.

REQUIRED SPRING ASSESSMENTS

During the spring assessment, students receive six to nine testlets in each subject, depending on the grade and subject. In states administering a biology end-of-instruction assessment in high school, students will receive a biology testlet for a total of 10 testlets. The testlets are delivered one testlet at a time in each subject and are administered using Student Portal. (Details are in the table, Number of Testlets for Spring Assessments, on page 103 of this manual.)

Each testlet is packaged and delivered separately, and the test administrator determines when to schedule the assessment of each testlet. Each state sets the dates of its own spring assessment window, so consult your state-specific documentation for more information about those dates.

FIELD TEST TESTLETS

During the instructionally embedded assessment window, a student may receive an embedded field test testlet in each subject.

During the spring assessment window, after a student completes all the required operational testlets in a subject, the student may receive one field test testlet in the subject. A student may receive a field test testlet in each subject in which the student is rostered.

The naming convention for each subject's field test testlets will begin with **FT SP**, i.e., **FT SP** ELA RL.3.1 IP 123.

OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENT WINDOW

Test administrators have the option to administer instructionally embedded assessments during the fall and winter months. After completing the First Contact survey, test administrators may use the Instruction and Assessment Planner to create plans and administer assessments. (The EDUCATOR PORTAL USER GUIDE has directions for how to use the Instruction and Assessment Planner.) Additionally, use the Instruction and Assessment Planner videos on your state's Educator Resource Page.

During the optional instructionally embedded assessment window, test administrators can assess a student at least once on each Essential Element chosen in the Instruction and Assessment Planner. The system recommends a linkage level for each Essential Element based on selections the test administrator made in the First Contact survey. The test administrator may accept the system recommendation or choose a different linkage level.

Key steps for administering the instructionally embedded assessments begin on page 79 of this manual. Step-by-step procedures are found in the section, Use the Instruction and Assessment Planner, in the EDUCATOR PORTAL USER GUIDE.

DURATION OF THE ASSESSMENT ADMINISTRATION

Table 11 provides an average total duration in minutes for taking the required testlets in each subject during the spring assessment window. Students may take testlets separately across multiple assessment sessions as long as they complete all testlets within the assessment window dates designated by each state. The listed minutes in the tables do not include the test administrator's preparation time for the assessment. Preparation for teacher-administered testlets at the lowest linkage levels may take more time than computer-delivered testlets.

Table 6

Spring assessment total duration per subject in minutes

Spring Assessment Subject	Average Overall Duration in Minutes
Reading	90–135
Writing	10–20
Mathematics	60–120

Science	90–140

The duration in minutes of the optional instructionally embedded assessment is listed per testlet since testing a specific number of Essential Elements is not required during this window. Table 12 shows the optional instructionally embedded assessment durations.

Table 7

Instructionally embedded assessment total duration per subject in minutes

Optional Instructionally Embedded Subject	Average Duration in Minutes per Testlet
Reading	10–15
Writing	10–20
Mathematics	10–15
Science	10–15

ASSESSMENT RESULTS

Testlets taken during the optional instructionally embedded assessment window are scored and the results can be found in both the fall Essential Element Status Report accessed in the Instruction and Assessment Planner and the Student Progress Report accessed in the reports in Educator Portal. Remember, the results from the testlets administered during the instructionally embedded assessment window do not contribute to nor impact the end-of-year Individual Student Score Reports.

> NOTE: Results are not available for writing testlets administered during the instructionally embedded assessment window.

Assessment results from the spring assessment window are provided in the end-of-year Individual Student Score Reports. More about how results are calculated can be found on page 78, Access Individual Student Score Reports.

BEFORE BEGINNING ASSESSMENTS

KEY STEPS

Test administrators are to prepare for the Dynamic Learning Maps® (DLM®) alternate assessments by completing the steps in Table 13. Gray-shaded steps are described in more detail in this section of this manual. Other steps are defined in the DLM resources listed in the Checklists for Test Administrators on page 10 of this manual.

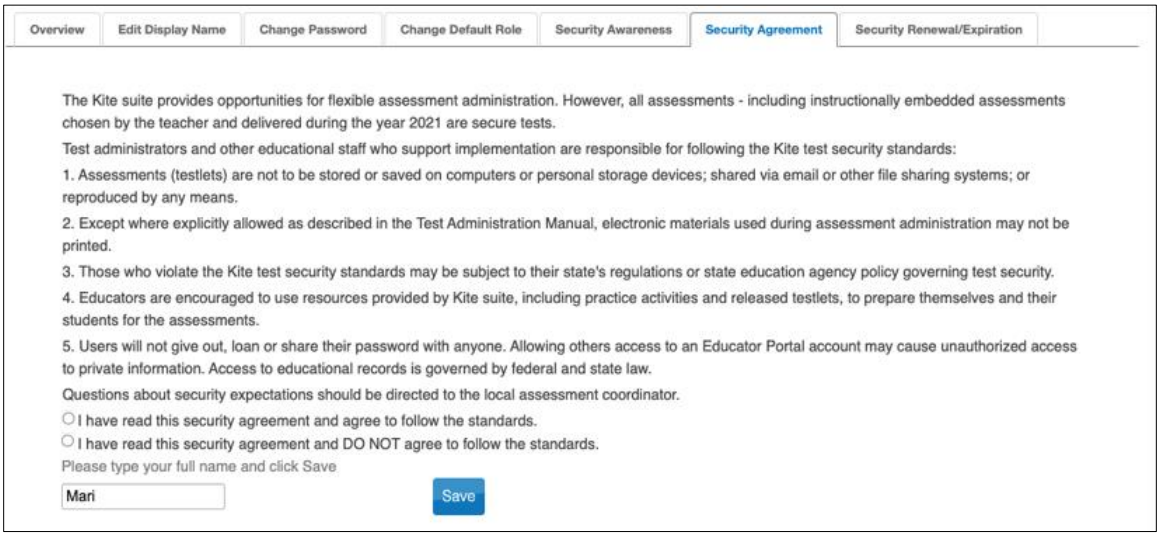
Table 8

Key steps in preparing for the DLM alternate assessment. Please see test administrator checklist at the beginning of this document. The checklist can also be downloaded at www.ride.ri.gov/assessment-manuals.

COMPLETE THE SECURITY AGREEMENT

Test administrators are expected to deliver the DLM alternate assessment with integrity and to maintain the security of testlets. Each year, test administrators must renew the DLM security agreement in Educator Portal. The agreement expires the first week of August every year. For a step-by-step procedure, see the Complete Security Agreement section in the EDUCATOR PORTAL USER GUIDE. Figure 4 is an example of the Security Agreement text.

Figure 4. Example of the Security Agreement text.



> NOTE: If DLM staff discover that a user's account has been accessed by someone other than the account owner, the user account will be considered compromised and will be locked until the state assessment administrator requests that the account be opened again.

Test administrators must read, agree to, and sign the security agreement annually. Test administrators who do not complete these steps will not have access to the Instruction and Assessment Planner during the optional instructionally embedded assessment window nor be able to access testlet information in Educator Portal during the spring assessment window.

> NOTE: See your assessment coordinator for additional guidance on test security in your state and district and for procedures for reporting assessment irregularities.

COMPLETE TRAINING AND PROFESSIONAL DEVELOPMENT

The DLM Consortium provides required training for test administrators, professional development for instructional support, and supplemental training (Table 14).

Table 9

Available training and professional development

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
• Critical content for managing and delivering the DLM alternate assessment is covered. • Test administrators will not be able to deliver testlets until training is completed. • States decide which format(s) to offer for new test administrator training: self-directed or facilitated. All returning test administrator training is self-directed. • Successful completion is a score of 80% or higher on all post-tests.	• The modules address topics to support academic instruction for students who take the DLM alternate assessment. • The modules are created for the Target linkage level and teachers will need to adjust the module information for students who are at lower linkage levels. • Watching the professional development modules is strongly recommended. • States and districts may recommend or require specific modules. • States decide which format(s) to offer: self-directed or facilitated.	• The training includes a variety of topics to supplement use of the DLM materials and help users become more familiar with Educator Portal navigation tools. • Supplemental training is strongly recommended.

NOTE: See your district assessment coordinator for a training plan tailored to your state and for training beyond what is provided by the DLM Alternate Assessment® (DLM®) Consortium.

REQUIRED TEST ADMINISTRATOR TRAINING

Test Administrator Training is required for any educator administering the DLM alternate assessment. State policy determines

- which roles are is automatically enrolled for the required training
- which courses to offer (New Test Administrator Required Training, Returning Test Administrator Required Training, or both)
- which course format to use (self-directed, facilitated, or both)

Test administrators access the Required Test Administrator Training in an online educational platform called Moodle (Modular Object-Oriented Dynamic Learning Environment). Test administrators each have their own unique Moodle username and password. Although states can customize several aspects of training, the course content is consistent across the consortium states.

In all states, educators assigned the Educator Portal role of Teacher will be automatically enrolled in Moodle for required training. Some states also require other educator roles to be automatically enrolled (i.e., district and building assessment coordinators).

Test administrators who will be administering the DLM alternate assessments for the first time are enrolled in the New Required Test Administrator Training course. Test administrators who administered the assessments in the immediately preceding year are typically enrolled in the Returning Required Test Administrator Training course. A returning test administrator is identified from Educator Portal records. Sometimes a state may require both new and returning test administrators to take the course for new test administrators.

> HINT: See the RI Guide to DLM Required Test Administrator Training at www.ride.ri.gov/assessment-manuals.

The training for new test administers consists of four modules that must be completed in order. When the test administrator first logs into Moodle, only the first module in the course is initially available. Each module ends with a post-test, which must be passed at 80% or higher before the next module becomes available. If a post-test is not passed, test administrators may repeat the module and its post-test as many times as needed until a score of 80% or higher is achieved for the module. When all modules are successfully completed, participants receive a certificate of completion, which they are strongly advised to download, save, and print.

Below are the four required modules in the New Test Administrator Training course.

1. Overview of the Dynamic Learning Maps Alternate Assessment
2. Understanding and Delivering Testlets in the DLM Alternate Assessments
3. Test Administration and Scoring
4. Preparing to Administer the Assessment

The Returning Test Administrator Training course consists of only one module, which takes about one hour. This module is a review of and aligns to the four modules in the course for new test administrators. The returning course ends with a post-test. The post-test must be passed at 80% or

higher on the first attempt. If unsuccessful, additional training on the applicable section(s) will be required. The additional training may take 30 minutes or up to 2.5 hours, depending on the section(s) that must be repeated. When this module is successfully completed, the participants also receive a certificate of completion, which they are strongly advised to download, save, and print.

The New Test Administrator Required Training is available in a self-directed format, a facilitated format, or both formats, depending on the state's decision. All post-tests must be completed in Moodle, even if required training is delivered in the facilitated format. Training for returning test administrators is available only in the self-directed format. Along with the required training, states may also include in Moodle one or two additional short helplet videos to assist test administrators.

More information about the contents of each module, training formats, and procedures for completing required training is provided in the RI Guide to DLM Required Test Administrator Training, located at www.ride.ri.gov/assessment-manuals.

Professional Development for Instructional Support

- Professional development for instruction is strongly encouraged. Modules focus on teaching and learning in the areas of English language arts, mathematics, science, and several foundational topics. Other modules are available, which provide important information regarding components of the DLM system. If wishing to incorporate professional development modules into a training plan, the DLM Consortium offers a variety of materials and multiple methods to access the materials.
- Each online, self-directed module lasts approximately 30–45 minutes and focuses on a single topic related to the instruction of students with the most significant cognitive disabilities. Post-tests accompany the modules.
- Facilitated modules for groups cover the same content as self-directed modules.
- Some recorded webinars on instruction are available for teachers.
- Instructional resources also supply lesson supports, writing resources, and additional resources to provide a teacher with enhanced descriptions of the Initial Precursor and Distal Precursor for the most frequently used Essential Elements. This support provides a clear connection between the Initial Precursor and Distal Precursor linkage levels and the Target linkage level.
- Educators across the consortium are encouraged to collaborate by using the DLM Instructional Supports Facebook page (https://www.facebook.com/groups/495523254149676/).

Most educators are required to participate in regular, ongoing professional development. Some states give continuing education credits for the DLM professional development modules. Print the certificate emailed upon completion of any module to provide documentation to your assessment coordinator to receive possible continuing education credits. The professional development website is found at https://dynamiclearningmaps.org/professional-development.

Supplemental Training

Supplemental training materials include short helplet videos on common Educator Portal procedures and best practices (e.g., Getting Started in Educator Portal and View Test Tickets and TIPs). These are available for test administrators on the DLM website, on the Educator Resource Videos page (https://www.dynamiclearningmaps.org/erp/videos).

REVIEW STUDENT DEMOGRAPHIC INFORMATION

Test administrators must have an accurate list of students for whom they are responsible. Before each assessment window, test administrators must review the student names that appear on their rosters in Educator Portal. Questions to ask include the following:

- Do all my eligible students appear on my list of students?
- Are any students on my list who are not assigned to me or not eligible for the DLM alternate assessment?
- Is each student assigned to the correct grade level?
- Is each student rostered to the correct DLM subjects assessed in my state?
- Do any student records have typos or misspellings?

If any errors are discovered, ask the assessment coordinator to make corrections. Some of this student information will appear on the student's Individual Student Score Report (e.g., the student's name and grade). Having the information presented correctly will be important to the students and their parents or guardians.

Detailed procedures for checking this information are in the Manage Student Data section of the EDUCATOR PORTAL USER GUIDE.

> HINT: The correct grade and subject must be provided for the system to deliver the grade-appropriate testlets.

Check with your assessment coordinator for specific guidance on the deadlines to review student demographic information and the procedures for correcting records.

COMPLETE OR UPDATE THE PERSONAL NEEDS AND PREFERENCES PROFILE SETTINGS

A variety of accessibility supports are available for the assessment and can be selected in a student's Personal Needs and Preferences (PNP) Profile in Educator Portal. Guidelines at the state level are provided by most states, which their IEP teams are required to use when making decisions about accessibility supports for a student during testing. State-specific guidelines are provided by some states on their DLM website as an appendix in the ACCESSIBILITY MANUAL. A six-step process for evaluating and choosing appropriate supports for each student are described in the DLM ACCESSIBILITY MANUAL.

Accessibility supports in Educator Portal include those required to meet the student's needs in their IEP and other supports for which a student may show a preference but are not required in the IEP. The selected supports then become available during testing. Test administrators are to review accessibility supports with the IEP team at least once per year.

The test administrator may adjust the PNP Profile between testlets to provide more appropriate supports if the initial PNP Profile selections do not allow the student to fully access the content of the testlets. The assessment coordinator can provide further IEP guidance if needed.

Procedures for choosing and saving the PNP Profile supports in Educator Portal are in the Complete the Personal Needs and Preferences Profile section in the EDUCATOR PORTAL USER GUIDE.

COMPLETE AND SUBMIT THE FIRST CONTACT SURVEY SETTINGS

Users with the Educator Portal role of District Test Coordinator, Building Test Coordinator, or Teacher have Educator Portal permission to complete the First Contact survey. The appropriate user responds to questions about each student that go beyond basic demographics, covering a variety of areas, including communication, academic skills, and attention. The survey must be submitted at least once before the first assessment each year. If the test administrator does not submit the First Contact survey before the opening of the spring assessment window, delivery of the first testlet will occur 24 hours after submitting the survey.

Answers to questions in the below sections of the First Contact survey are used to provide an optimal match between the student and linkage level assignment for the first Essential Elements being tested in each subject during the spring assessment window in ELA reading, mathematics, and science. Responses to the questions about ELA writing skills determine the assigned level for the writing testlet, which is always delivered last.

- expressive communication
- reading skills
- writing skills
- math skills
- science skills (if applicable)

A full list of First Contact survey questions is included in the Appendix of this manual beginning on page 103. The procedure for completing the First Contact survey is in the Complete the First Contact Survey section of the EDUCATOR PORTAL USER GUIDE.

FIRST CONTACT SURVEY DRIVES THE LINKAGE LEVEL RECOMMENDATION OR ASSIGNMENT

During the instructionally embedded assessment window, the system recommends a linkage level for each Essential Element based on the student information entered by the test administrator in the First Contact survey. Test administrators may accept the system recommendation or override it and choose a different one.

During the spring assessment window, linkage level assignment for the first Essential Element being tested is also based on the information provided in the First Contact survey. However, the test administrator cannot override the assigned linkage level. The assessments are adaptive. Subsequent linkage level assignment is based on the student's performance and whether the next testlet will be at the same linkage level, a higher one, or a lower one. This process occurs for all Essential Elements being tested.

PREPARE FOR ASSESSMENT WITH PRACTICE ACTIVITIES AND RELEASED TESTLETS

The DLM Consortium provides two practice activities; one is for test administrators and the other for students. Practice activities are designed to familiarize users with the way testlets look in Student Portal.

Released testlets are similar in content and format to actual operational DLM testlets. A released testlet is publicly available and may be used by students and teachers as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets that are used in DLM operational assessments. Many released testlets are available to support test administrators and students preparing for the assessment.

Users can access practice activities and released testlets through Student Portal in the practice section. Use the demo usernames and login information provided in this manual to complete both types of activities as many times as desired.

> HINT: Some released testlets are available in PDF format on the DLM website. These may be helpful to show parents and guardians. Student Portal does not have to be installed on a computer to access these items.

If you have questions or technical problems with the practice activities or released testlets, contact your assessment coordinator or local technology personnel.

Released Testlets

Released testlets are like actual operational testlets. They are selected from a variety of Essential Elements and linkage levels from grade 3 through high school. These testlets contain items that align to Essential Elements at designated linkage levels. New released testlets are added periodically.

Some released testlets are teacher-administered testlets and some are computer-delivered testlets. Teacher-administered testlets are typically at the lower linkage levels. Test administrators also administer all writing testlets. Computer-delivered testlets are typically at the higher linkage levels.

The usernames and passwords for released testlets are available on page 36 of this manual or they can be found in the Guide to Practice Activities and Released Testlets (PDF).

In Student Portal, released testlets are labeled by their subject, Essential Element, grade, and linkage level (Figure 5).

Figure 5. Screenshot from Kite Student Portal that demonstrates a released testlet name

Table 15 describes the labels from the image.

Table 10

Definitions behind a released testlet name

Subject	Grade	Section and Level Codes	Linkage Level
English language arts (ELA)	10	2.D, determine the central idea of the text and select details to support it.	T, target

To access the Essential Elements, linkage levels, and nodes used in ELA and mathematics assessments, look for the Educator Resource Page, which is listed under Resources for Educators and District Staff on your DLM state page. The science Essential Elements and linkage levels are on the Science Resources page, which is also listed under Resources for Educators and District Staff on your DLM state page.

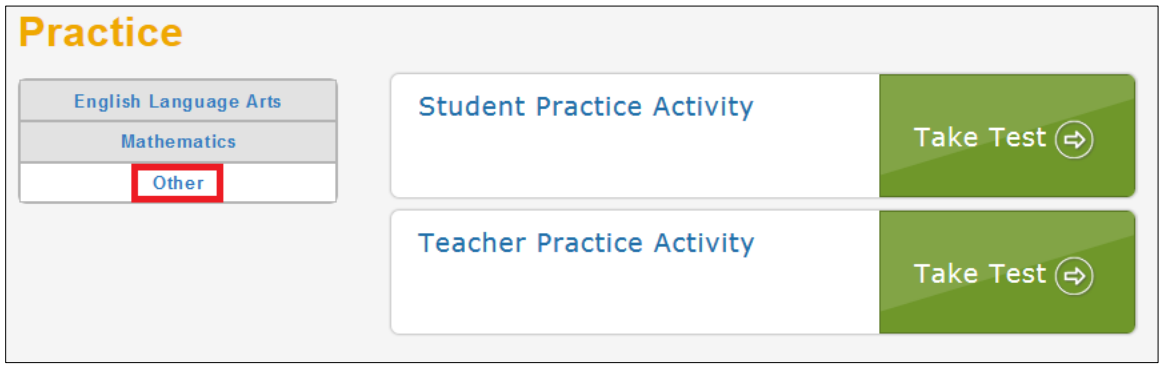
- ELA and mathematics: (https://dynamiclearningmaps.org/erp_ye)
- Science: (https://dynamiclearningmaps.org/sci_resources)

The following sections describe the step-by-step procedure to access the practice activities and released testlets.

Practice Activities

Access practice activities by selecting **Other** after logging into Student Portal with the practice account credentials (Figure 6).

Figure 6. Screenshot of the access screen for practice activities in Kite Student Portal



Teacher Practice Activity

The teacher practice activity is a tutorial on testlets that are administered directly by the teacher. Teacher-administered testlets are used when the student has pre-symbolic communication and cannot interact directly with the computer or when the content is difficult to assess on the computer (e.g., some higher linkage level mathematics testlets).

In this type of testlet, the teacher reads the instructions aloud on the testlet screens and follows them. The test administrator enters the student's responses to activities or exchanges that occur outside the system. The test administrator may go forward and backward within a testlet as much as needed before submitting the responses.

Most teacher-administered testlets require test administrators to gather materials to be used in the assessment. Directions for how to prepare for the testlet are provided as Educator Directions on the first screen(s) of the testlet. Testlet Information Pages (TIPs) list materials to gather prior to the assessment. Remember that substitutions can be made as necessary unless expressly noted in the TIP.

> HINT: The practice activities do not include Testlet Information Pages (TIPs); however, all operational testlets do have TIPs. Information about a teacher-administered testlet, including materials needed, are listed in the (TIP) for each testlet.

Student Practice Activity

The student practice activity is a tutorial designed for students to practice navigating a testlet. Computer-delivered testlets are used when the content can be assessed directly by computer and students can directly interact with the system, selecting their own responses and using assistive devices or other supports as needed.

Students may navigate using a mouse, Tab and Enter keys on a keyboard, or switches. If students can engage with the content, but cannot advance the screens or input responses independently, teachers may navigate the screens and record student responses on their behalf. Specific allowable supports and practices not allowed are described further in the Practices Not Allowed section on page 73 of this manual.

Several types of items are available in student practice activities:

- Multiple-choice items, in which the student selects one or more correct responses.
- Sorting items, in which the student selects and moves objects from one place to another. Some items require the student to select the selection and its destination. Others require students to drag and drop an image. Students who use switches may need help navigating some of these screens.
- Matching items, in which the student identifies how pairs of items are related to one another.

Student Accounts for Practice Activities and Released Testlets

Practice activities and released testlets are available through several practice student accounts.

Each practice account has certain PNP Profile settings, as described in the Accessibility Manual. The supports are summarized in Table 16.

These accounts are available for all ELA, mathematics, and science practice activities and released testlets.

Table 11

Released testlet logins

Name	Password	PNP Profile Supports Turned On
demo.sue29	wall3	None*
demo.sue28	sand3	**Spoken Audio:** Voice source = synthetic, Read at start = false, Spoken preference = text and graphics, Audio for directions only = false **Contrast Color**: Green text on white background
demo.sue30	swept	**Switch:** scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity**
demo.sue31	topic	2x magnification
demo.sue33	void7	4x magnification and reverse contrast
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	**Switch:** scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2**

Name	Password	PNP Profile Supports Turned On
demo.sue36	stop3	**Spoken Audio:** voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false
demo.sue37	after	5x magnification

Released testlets are available for ELA reading, mathematics, science, and practice activities. Demo.sue29 is also available for ELA writing and science.

*No special settings are required for two-switch users. Use Tab to navigate and Enter to select.

**Two-switch users may use any of the above demo logins except demo.sue30 and demo.sue35 because those two logins are designated especially for practice for single-switch scanning users.

For the supporting procedure in Student Portal, see Access Practice Activities and Released Testlets on page 86 of this manual.

TROUBLESHOOT ACCESS IN EDUCATOR PORTAL

Avoid Common Pitfalls
Save time and avoid errors by completing these steps before assessing students.

NO TEST MANAGEMENT ACCESS

Access to the Test Management tab in Educator Portal is restricted until you do the following:

- Complete all Required Test Administrator Training modules with a passing score of 80% on each post-test.
- Read, agree to, and sign the security agreement in Educator Portal.

NOTE: Test administrators will not have access to Test Management until rosters are created to link students to the test administration.

Users who have not completed each requirement will receive one of the following error messages:

- Access to Test Management is restricted due to incomplete Required Test Administrator Training. You must complete all Required Test Administrator Training before receiving access to Test Management.
- Access to Test Management is restricted because the user has not accepted and completed the annual security agreement. All previously accepted security agreements expire during the first week of August. You must read, sign, and accept this year's security agreement in Educator Portal before receiving access to Test Management.
- Access to Test Management is restricted due to missing annual requirements. All previously accepted security agreements expire during the first week of August. You must read, sign, and accept this year's security agreement in Educator Portal and complete all Required Test Administrator Training before receiving access to Test Management.

NO STUDENT TESTLETS

During the spring assessment, a student is not assigned testlets until the following steps are completed correctly:

- The student is listed on the test administrator's roster (one roster per subject area).
- The student is rostered to the correct subjects for the DLM alternate assessment. In states where students also take the end-of-instruction biology assessment, the student also will be rostered to the subject: science and the course: biology.
- The First Contact survey is complete and submitted.

HINT: Ensure each student is assigned to the correct grade level in EP.

The assessment coordinator can help with any of the above issues.

COMPUTER-DELIVERED TESTLETS

OVERVIEW

Testlets delivered directly to students via a computer are designed with the assumption that students can interact independently with the computer. The student can use special devices such as alternate keyboards, touch screens, or switches as necessary.

Computer-delivered testlets are most common for linkage levels above the Initial Precursor. (Testlets at the Initial Precursor linkage level in ELA and mathematics and at the Initial linkage level in science are always teacher administered.) Testlet Information Pages (TIPS) that accompany each computer-delivered testlet have few, if any, materials for the test administer to gather for test administration since everything the student needs to take the test is viewable on the computer screen.

Some students may function at upper linkage levels but cannot interact directly with the computer due to physical limitations. For these students, the test administrator may navigate the screen on behalf of the student and enter the student's responses. Reading, mathematics, and science assessments include computer-delivered testlets.

Writing testlets are always administered by test administrators outside of the system, even if the student normally receives computer-delivered testlets in ELA reading, mathematics, and science. Writing testlets are described in Teacher-Administered Testlets on page 51 of this manual.

HINT: Screenshots in the following sections of this manual demonstrate how a testlet is expected to appear on an assessment device. If a testlet is difficult to view on the assessment device, check the device's display settings and the screen resolution. The screen resolution is recommended to be 1024 x 768. Also, check the student's PNP Profile settings to ensure the most appropriate settings have been selected. After doing this, if the issues cannot be resolved, contact your technology personnel or your assessment coordinator.

General Structure of Computer-Delivered Testlets

Testlets in ELA, mathematics, and science are each delivered differently based on research about effective instructional practices for students with the most significant cognitive disabilities. However, testlets in all subjects begin with an engagement activity to motivate students, activate prior knowledge, and prepare students for the cognitive process required in the items.

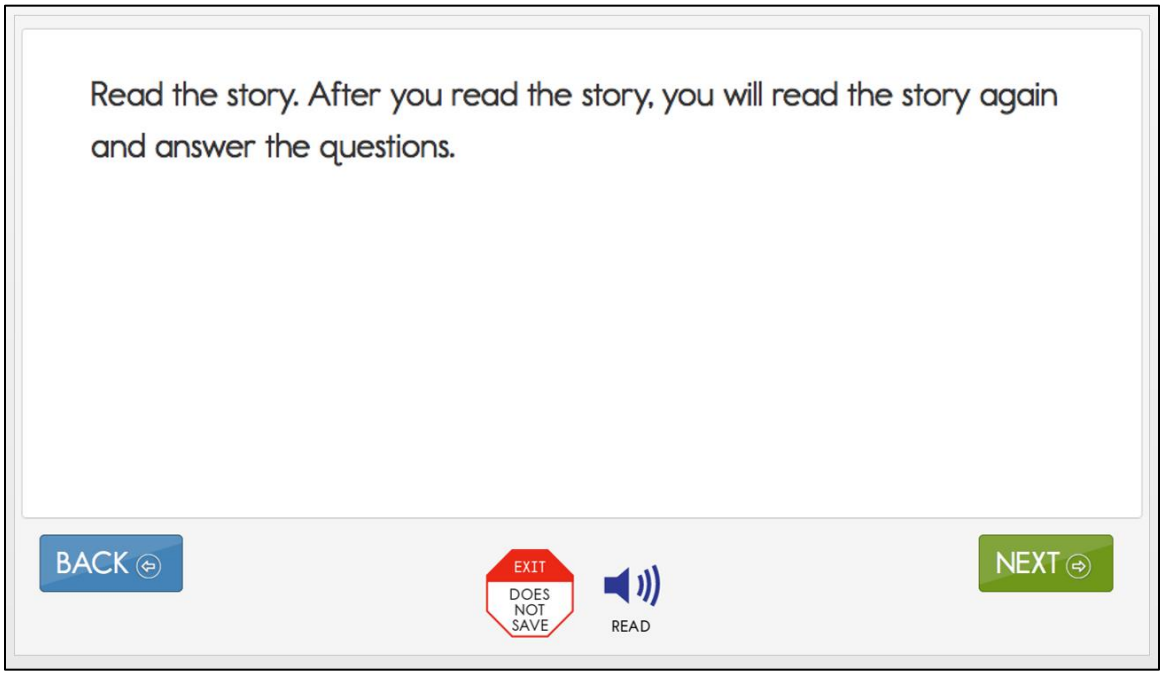
Computer-Delivered ELA Reading Testlet Structure

Students taking DLM ELA testlets are assessed on both writing and reading skills. Although a writing testlet is always teacher-administered, a reading testlet can be either teacher-administered or computer-delivered, depending on the student.

During a reading testlet, students participate in two readings of a text. The first reading serves as the engagement activity and provides students with an opportunity to build a mental representation of the entire text before responding to items. The second reading includes items embedded within the text or placed at the end of the text, as appropriate. Items are embedded within texts even when the items do not assess reading comprehension.

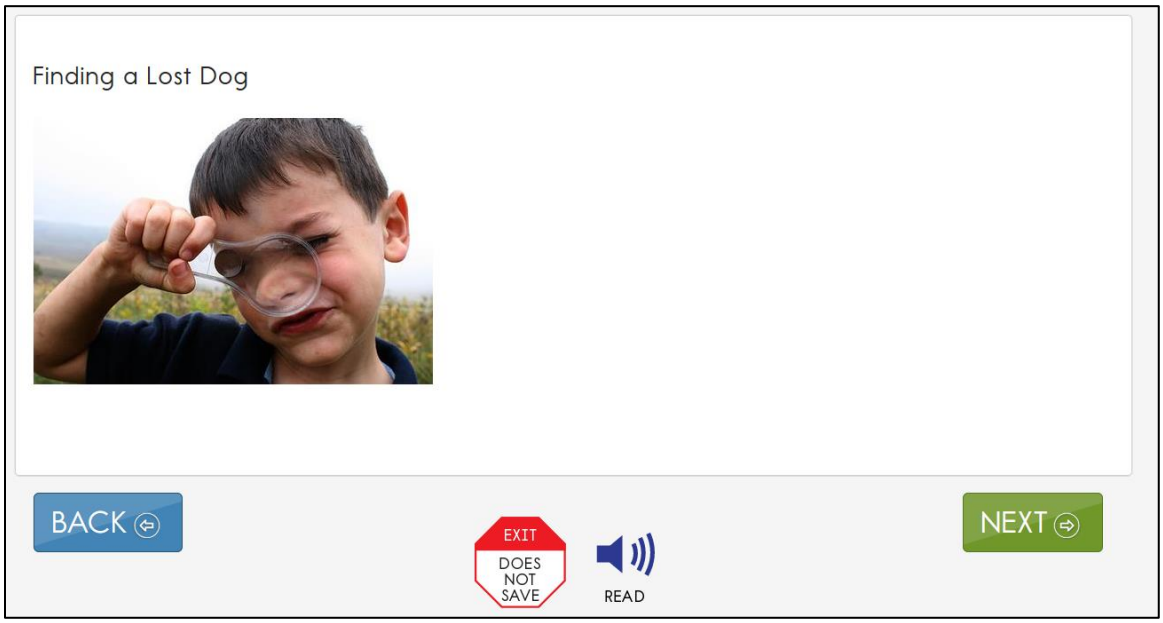
The first screen in ELA reading testlets directs students to read the text (Figure 7. Screenshot of the instructions for an ELA reading testlet in Kite Student Portal Figure 7). The student is then directed to read the text a second time and then respond to items. Although some students taking computer-delivered reading testlets may require support to navigate from one screen to the next or to enter their responses, most students at the upper linkage levels will independently read the text and respond to the items.

Figure 7. Screenshot of the instructions for an ELA reading testlet in Kite Student Portal



Students will then read through the text. They may have the text read aloud by the computer if Spoken Audio is selected in the student's PNP Profile (Figure 8). For all testlets, test administrators are permitted to read aloud to students.

Figure 8. Screenshot of an ELA reading testlet in Kite Student Portal with the text read aloud by the computer option

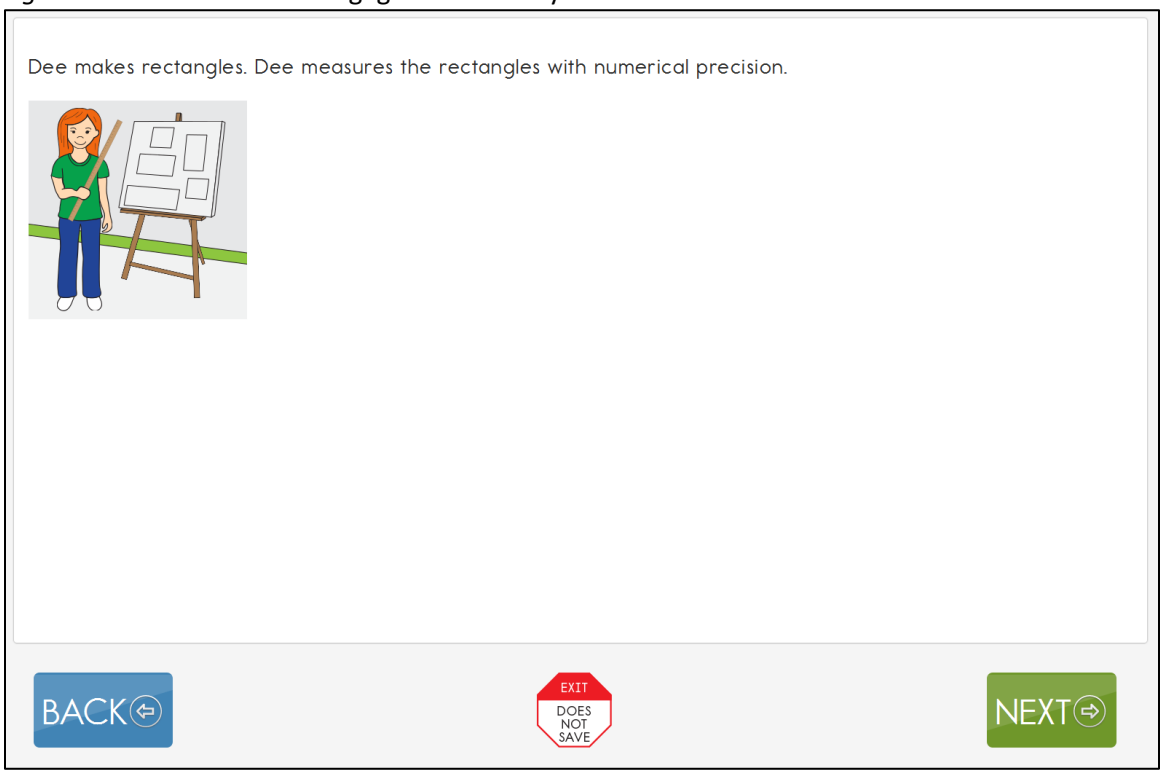


Computer-Delivered Mathematics Testlet Structure

Mathematics testlets start with an engagement activity that provides a context for the items (

Figure 9). The engagement activity does not require a response. Mathematics testlets are built around a common scenario or activity to investigate related facets of student understanding of the targeted content as shown.

Figure 9. Screenshot of an engagement activity in a mathematics testlet in Kite Student Portal



Computer-Delivered Science Testlet Structure

Science testlets begin with an engagement activity, just like testlets in ELA and mathematics. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Science testlets may be designed around a science story featuring an experiment or classroom activity. The story is presented twice; items are either embedded within the second presentation or presented at the end of it. In other science testlets, a short science story is presented a single time to provide context for the items and all items appear thereafter.

An example of a science story follows. The instructions at the beginning of the testlet tells students what they will be doing in this testlet (Figure 10). In this science story, the student is to read the text and answer some questions.

Figure 10. Screenshot of the instructions for a science testlet in Kite Student Portal

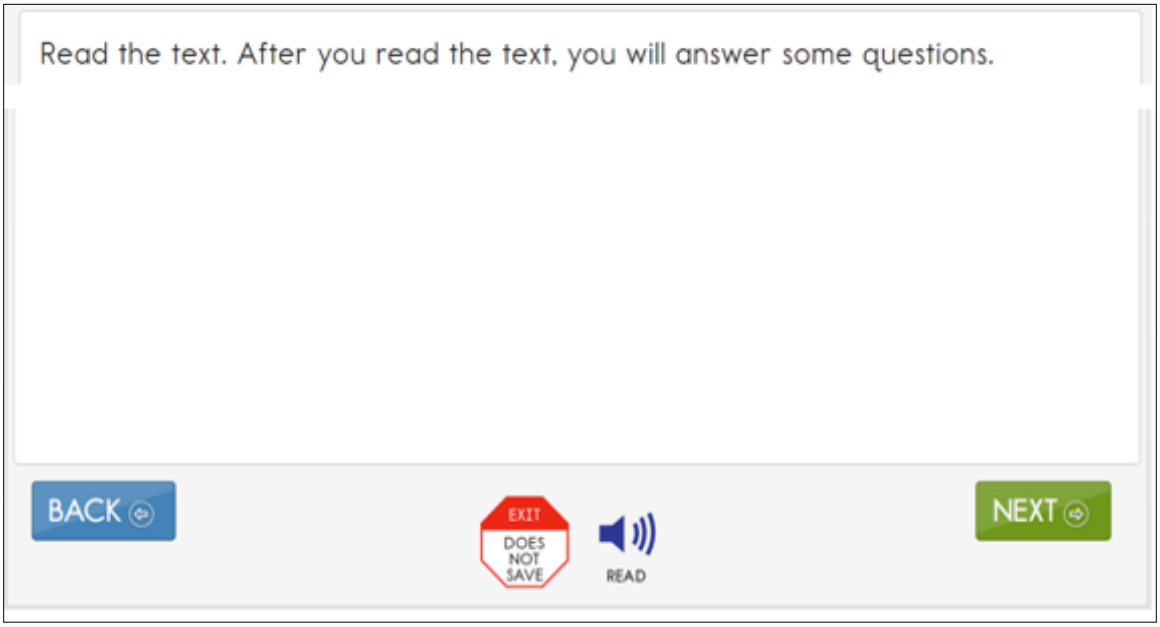
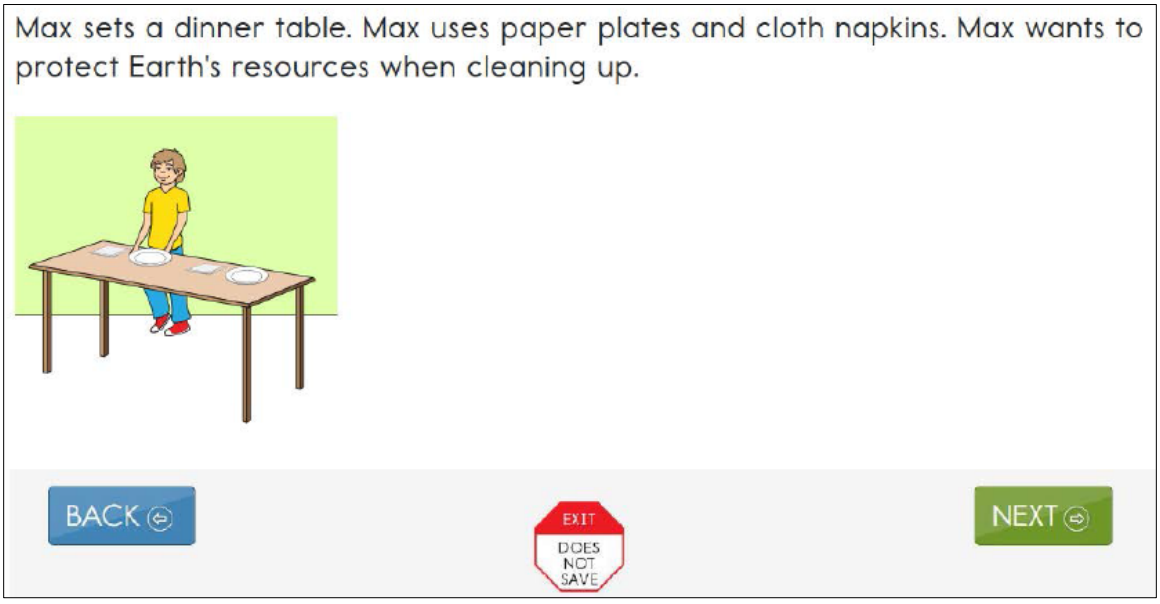


Figure 11 is from a testlet where a short story is presented only once to the student. Although not shown, the testlet items follow the story on the next screen of the testlet.

Figure 11. Screenshot of a short story in a science testlet in Kite Student Portal



Video-Based Testlets

Some science testlets in the upper grade bands and the upper linkage levels may include a video in the engagement activity. Students will access a short (less than 30 seconds) video and then respond to three items that include still-frame photos from the video. These videos have no audio. The entire video clip is

soundless. However, even without audio, the video player will likely display the speaker icon and volume setting on the video, so it appears the option to change the volume of the audio is available.

Computer-Delivered Item Types

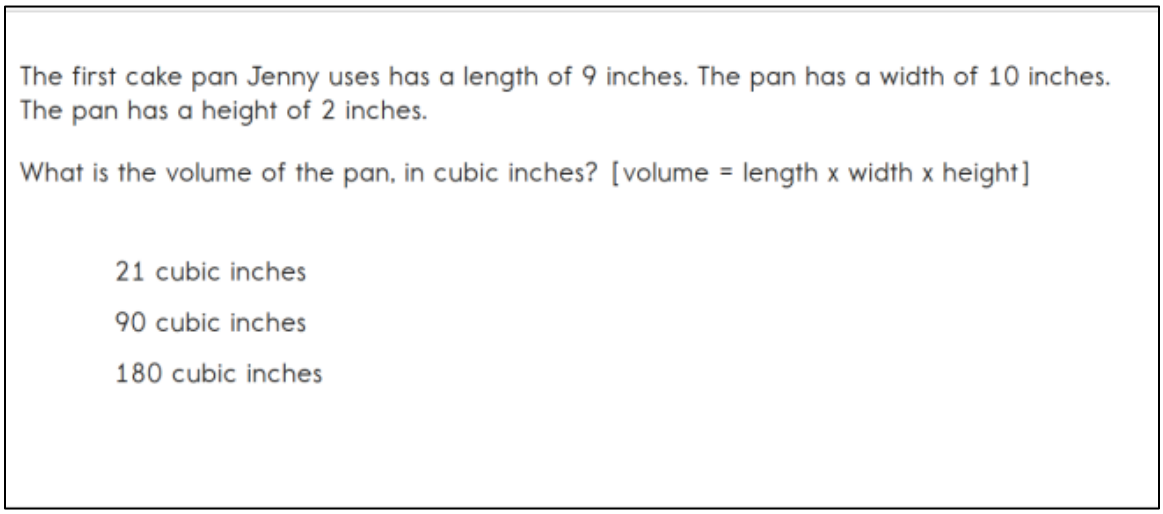
Students may encounter a variety of item types when taking computer-delivered testlets. Most testlets are designed for students to interact directly with the computer. Item types include the following:

- single-select multiple choice
- multiple-choice-multi-select
- matching
- sorting
- select text

In general, the DLM alternate assessment uses the most straightforward item type that allows for quality assessment of the Essential Element. For this reason, complex item types are used only occasionally at upper linkage levels. The previously described practice activities include one or more examples of the above item types.

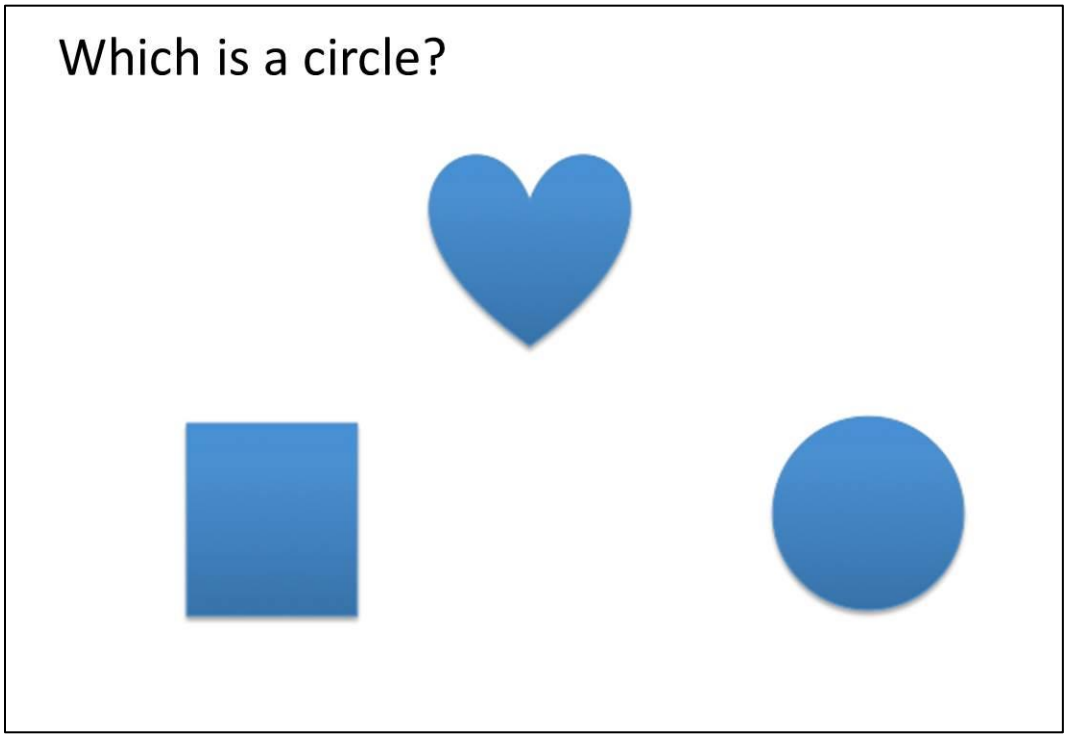
The most common type of computer-delivered item is a single-select multiple-choice item with text response choices (Figure 12). All science testlets include only single-select multiple-choice items.

Figure 12. Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal



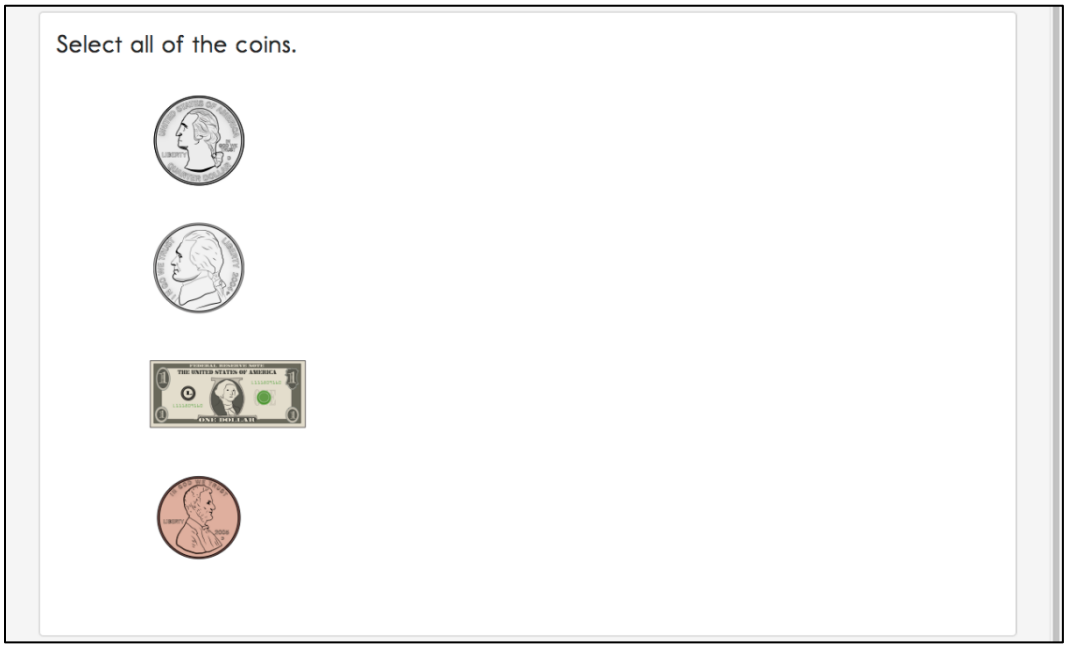
Students may also see single-select multiple-choice items with image response choices (Figure 13).

Figure 13. Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal



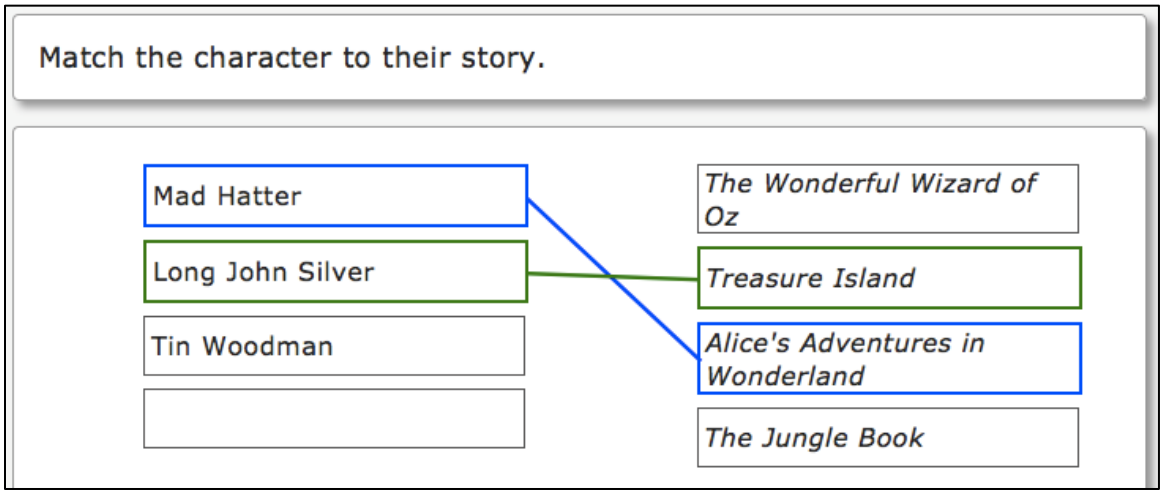
Multiple-choice-multi-select items provide students with the opportunity to make more than one response choice (Figure 14).

Figure 14. Screenshot of a multiple choice multi-select item in a testlet in Kite Student Portal



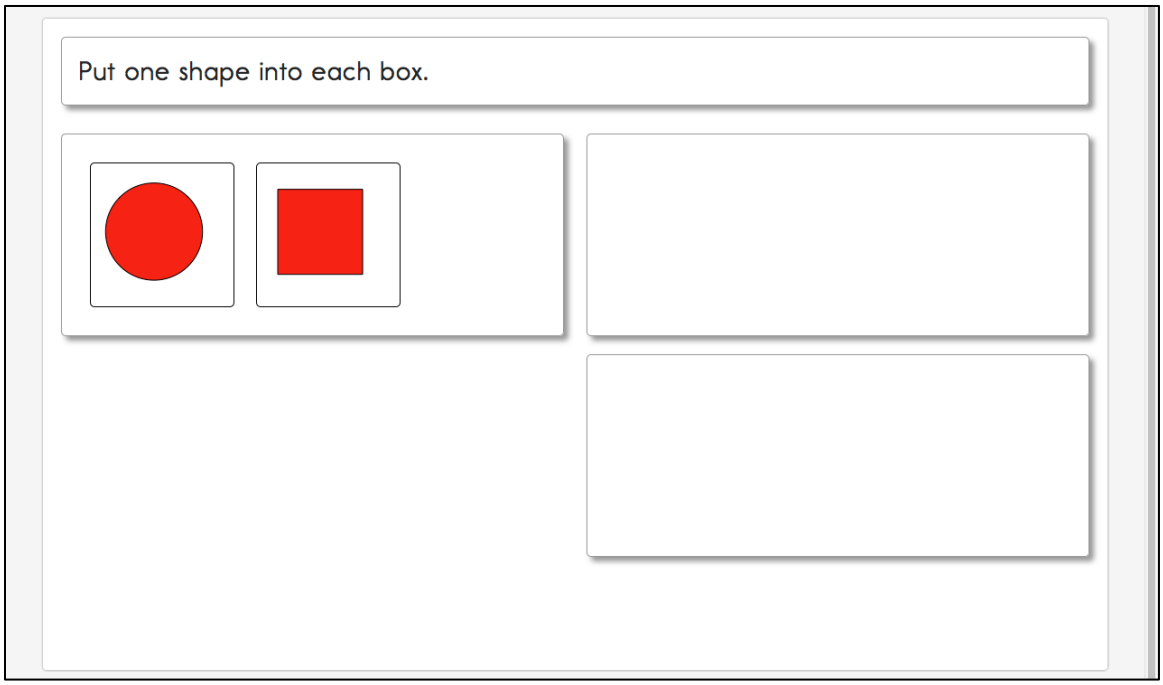
In some items, students may be asked to match responses from two lists, as in the example below (Figure 15).

Figure 15. Screenshot of a matching item in a testlet in Kite Student Portal



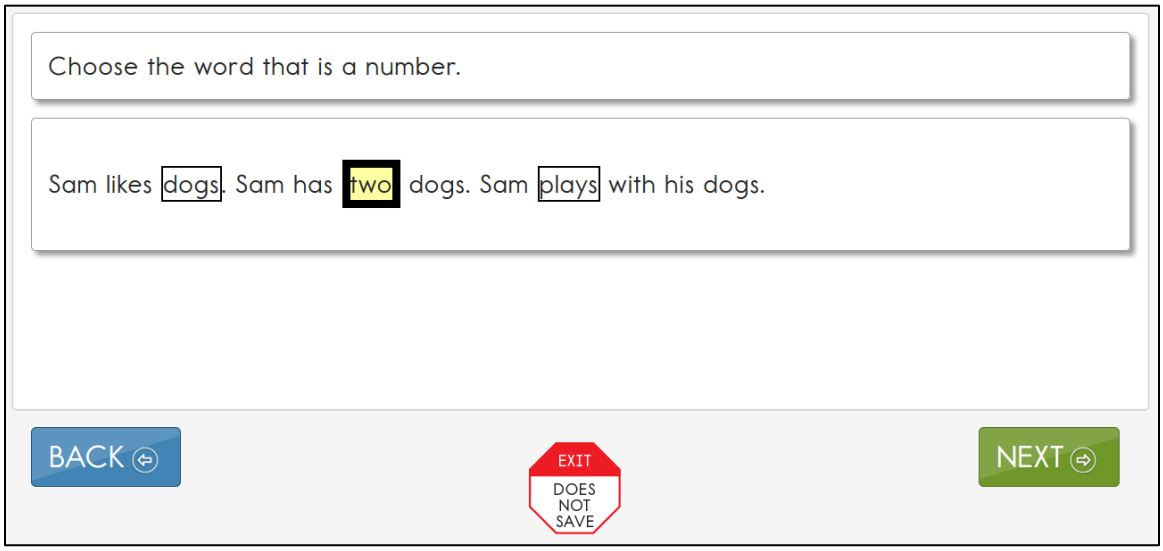
Students may also encounter items asking them to sort words or images into categories. For students who use a mouse to interact with the computer, the system uses a drag-and-drop format to sort items. In Figure 16, the student selects the circle and then drags it into a box on the right, either by selecting the mouse button and moving the mouse or, if taking the assessment on an iPad or interactive whiteboard, by touching the object and dragging it to the desired location. Students who are unable to use the drag-and-drop format may direct the test administrator to sort the items.

Figure 16. Screenshot of a drag and drop item in a testlet in Kite Student Portal



The final type of computer-delivered item that students might see is select text. Select-text items are used only in some ELA assessments. Response choices are marked with a box around the word, phrase, or sentence. After the student makes a selection, the outline around the word, phrase, or sentence becomes bold and highlighted in transparent yellow (Figure 17). To clear a selection, the student selects it again.

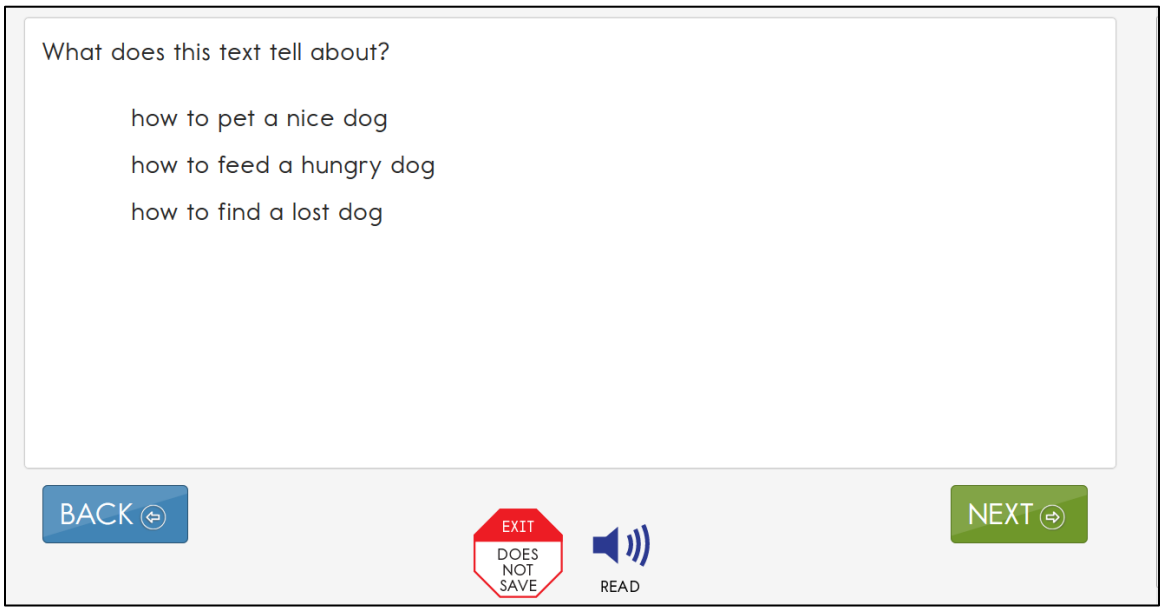
Figure 17. Screenshot of a select text item in a testlet in Kite Student Portal



Response Selection for Computer-Delivered Items Types

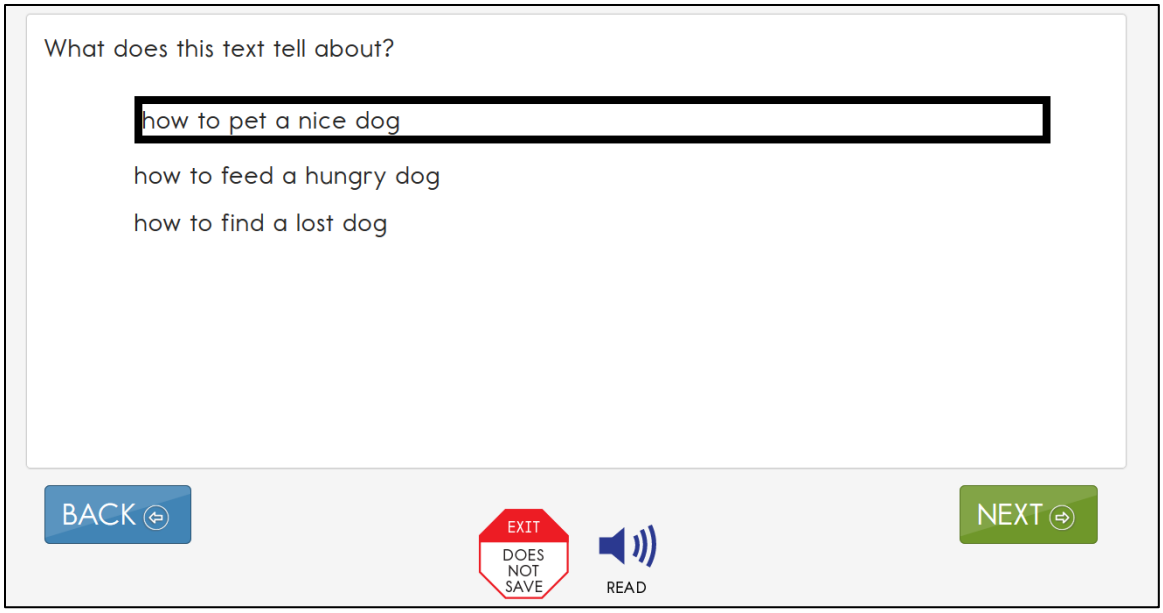
The procedures for selecting item responses in computer-delivered testlets are the same for all subjects. When the student first accesses an item, the responses will appear as shown in Figure 18.

Figure 18. Screenshot of an item in a testlet in Kite Student Portal



Once a student selects a response, a box appears around the response choice (Figure 19). The student can select **NEXT** or **BACK** to navigate through the testlet screens. The response choice will stay selected.

Figure 19. Screenshot of a selected response to an item in Kite Student Portal



If the student wants to change a response at any time during the testlet, they may go back to the screen that displays that item and simply select another response choice (Figure 20).

Figure 20. Screenshot of the selection of a new response to an item in Kite Student Portal

No Response Option

All testlets at the lowest linkage level and a few teacher-administered testlets at higher linkage levels include **No response** as a response option. However, not all testlets include **No response** as one of the options. If an item does not offer the **No response** option, and the student does not respond to the item in the testlet, the test administrator should leave the item unanswered. Whether **No response** is available for selection or if the item is left unanswered, the item is scored as incorrect. When a student has not responded to any items in a testlet, the testlet must still be submitted for the student. If the

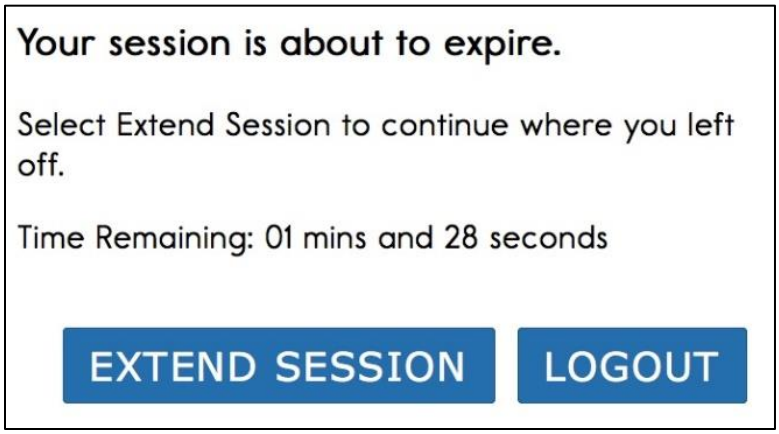
student can produce an intentional response but does not do so (e.g., due to distractions or behavior problems), if state policy allows, the test administrator can use the **EXIT DOES NOT SAVE** button and begin the testlet again when the student is more engaged.

System Timeout

The DLM alternate assessment is administered individually and is not timed. Students may take as much time as needed and may work in settings that are most appropriate for them. In other words, any flexibility in location and assessment time that the student needs are permissible. For example, the student may take as many breaks as needed throughout the completion of a testlet. During the administration of a testlet, Student Portal can sit inactive for as long as 90 minutes before timing out.

After 88 minutes and 30 seconds of inactivity in the testlet, the system provides the student with this warning message: Your session is about to expire. Select Extend Session to continue where you left off. Time Remaining: XX mins and XX seconds (Figure 21).

Figure 21. Kite Student Portal session ending warning



- If the student does nothing and no activity occurs before the countdown reaches 0, the system logs the student out of the testlet and returns to the login screen. The testlet status returns to Unused, and the system retains no answers.
- If the student selects **Extend Session**, the system disregards the idle time, closes the prompt, and returns to the screen where the student had been working.
- If the student selects **Logout**, the system logs the student out of the testlet and returns to the login screen. The testlet status returns to Unused, and the system retains no answers.

While DLM test-administration procedures are designed to be flexible and allow students to take breaks during a testlet, most students who experience an extended interruption during test administration have difficulty retaining information in working memory after the interruption. Research has shown that an extended interruption during test administration can adversely affect student performance (Sinharay et al., 2014). Thus, Student Portal was designed to time out after an extended period of inactivity without retaining the responses, allowing the student to begin the assessment afresh when ready.

Computer-Delivered Assessment Arrangement

Prior to test administration, evaluate how to arrange the computer or other assessment devices for the student and test administrator. All arrangements for computer-delivered testlets are to do two things, maximize student interaction and student independence.

Assessing students in a familiar environment is helpful, but the test administrator must ensure that the student is able to concentrate without distractions from other students.

Assessing students with the most significant cognitive disabilities is to be individualized and not be conducted in a group setting.

Maximize Student Interaction with the Computer-Delivered Testlet

The arrangement should maximize student interaction with the testlet through the computer or other assessment devices based on the student's needs. For instance, if the test administrator sits with a student, the student should sit directly in front of the computer and the test administrator should sit off to the side, as shown in Figure 22.

Figure 22. Seating arrangement of test administrator and student during assessment administration

If the test administrator sits next to a student who is able to use the mouse without assistance, the test administrator should sit on the side of the student opposite from the mouse so the student has space to move the mouse and the test administrator is not tempted to move the mouse for the student. A student who takes the assessment on an iPad may be able to hold the iPad and respond to items independently. If not, the test administrator may hold the iPad in a position that provides maximum visibility for the student.

Maximize Student Independence

Although test administrators are to continually monitor students, the assessment arrangement is to maximize student independence and minimize test administrator involvement. For students who may need assistance during the assessment, the test administrator is to sit close to the student to monitor the assessment. On the other hand, if the student can work independently, the test administrator can keep more distance while making sure the student takes enough time and responds to all items.

TEACHER-ADMINISTERED TESTLETS

OVERVIEW

All writing testlets, all testlets at the lowest linkage level, and some mathematics testlets at higher linkage levels are designed to be administered directly by the test administrator. The testlets are

delivered in Student Portal, but the test administrator plays a more direct role than in computer-delivered testlets. In teacher-administered testlets, the test administrator is responsible for setting up the assessment, delivering it to the student, and recording student responses in the testlet in Student Portal.

General Structure of Teacher-Administered Testlets

All teacher-administered testlets have some common features.

- A Testlet Information Page (TIP) is provided with each testlet, which the teacher must review before beginning the assessment. Since the test administrator must gather the needed materials to be ready for test administration, the TIP can be reviewed several hours or even days before testing.
- The TIP may have pictures that need to be printed ahead of time (e.g., science testlets at the Initial linkage level). Best practice is to print pictures in color.
- Directions and scripted statements guide the test administrator through the administration process.
- The testlet includes an engagement activity and items.
- The test administrator enters responses for the student.

Teacher-Administered Reading Testlets

In teacher-administered reading testlets, items focus on the cognitive skills that precede conventional literacy. These items are not traditional reading-comprehension questions, but rather are designed to assess the skills identified in the DLM map as critical precursors to reading for meaning. These types of items are embedded in the context of a shared reading and are intended to mirror early literacy instruction. Items assess skills such as identifying familiar materials or identifying words that describe familiar people.

Shared reading strategies that an educator might use during the first reading of a text include the following:

- encouraging engagement and interaction
- discussing words
- connecting words or pictures to student background knowledge and experience
- labeling and pointing out pictures
- modeling concepts about print (reading left to right, one-to-one correspondence between a spoken and written word, etc.)
- pointing out rhymes, syllables, and sounds in words
- asking questions to further engage students
- modeling how to communicate using students' communication methods
- using a think-aloud process to model how to decide whether to make a comment
- incorporating objects to help make connections

> HINT: Pictures or words from a word bank cannot be substituted for text. See Supports: Allowed and Not Allowed in the Accessibility Manual.

The test administrator is to engage in shared reading strategies with the student during the first reading of the text in a reading testlet. During the second reading of the text, the test administrator is to refrain from using shared reading strategies and instead focus on administering the items that are embedded in the second reading or placed at its conclusion.

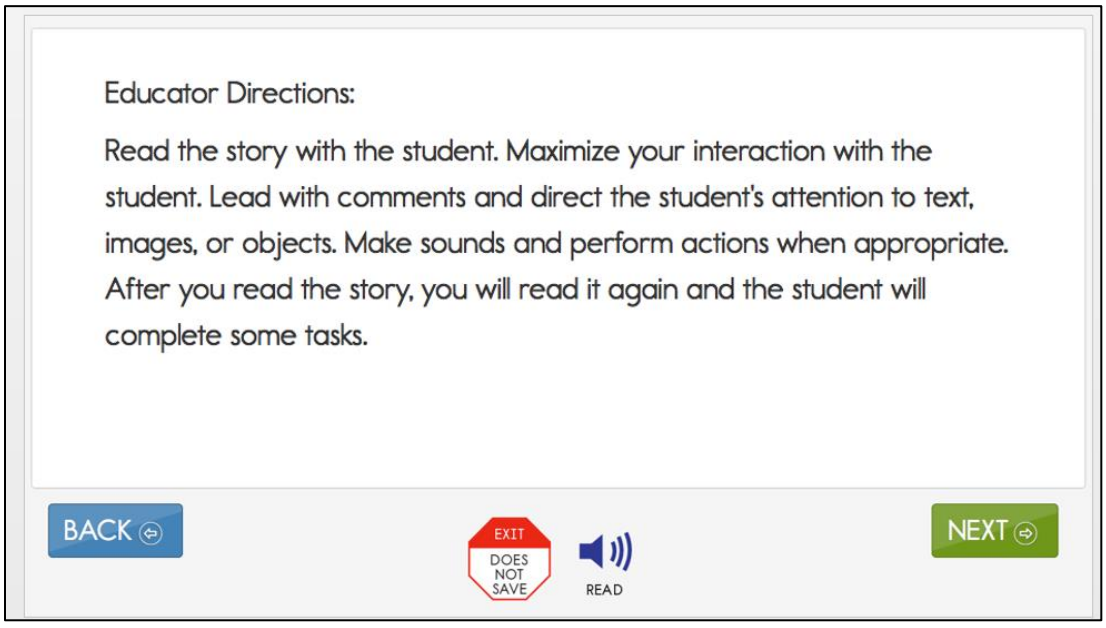
Structure of Teacher-Administered Reading Testlets

Teacher-administered reading testlets follow the same structure as computer-delivered reading testlets. First, the text is presented in its entirety. However, unlike computer-delivered testlets, the test administrator reads the text aloud using shared reading strategies to maximize student engagement. Then, the text is presented again with items either embedded within the reading or placed at its conclusion. This type of testlet is often used at the Initial Precursor level, where students do not have the skills to directly interact with the computer. Teacher-administered testlets are also used for some testlets at higher linkage levels in the lower grades when the student is working with a familiar text.

For more information about shared reading strategies, see the professional development module called Shared Reading through the Modules page on the Professional Development page of the DLM website (https://www.dlmpd.com/).

Figure 23 is an example of the directions provided on the first screen in a teacher-administered reading testlet. This screen provides hints about a shared reading strategy. After this screen, the story screens begin.

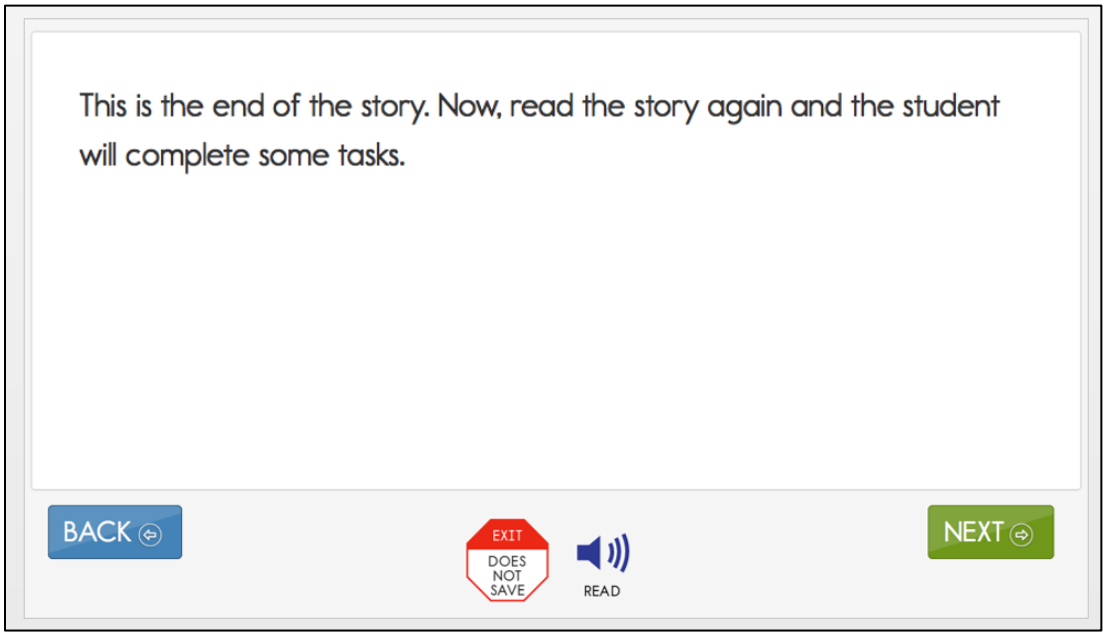
Figure 23. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Educator Portal



In reading testlets, Educator Directions also appear between parts of the testlet (Figure 24).

The following is an example of a transition screen displayed after the test administrator has read a text with the student for the first time. The transition screen tells the test administrator that the first reading is over and that the second reading is about to begin. During the second reading, the student will respond to items embedded within the second reading or placed at its conclusion.

Figure 24. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Educator Portal



Alternate Text for Reading Testlets

When administering a testlet to a student who uses human read-aloud support and requires verbal descriptions of images, use the alternate text available in supplemental pages of the Testlet Information Page (TIP). Each page of the TIP shows the onscreen text and images for the first and second presentations of the text. Descriptions of the images are printed below the picture and are labeled Alt Text (e.g., a picture of a dog is presented and below the picture are the words, "Alt Text: a dog"). For students who require verbal descriptions of the images, read the text on the screen, then read the alternate text description exactly as it appears on the TIP.

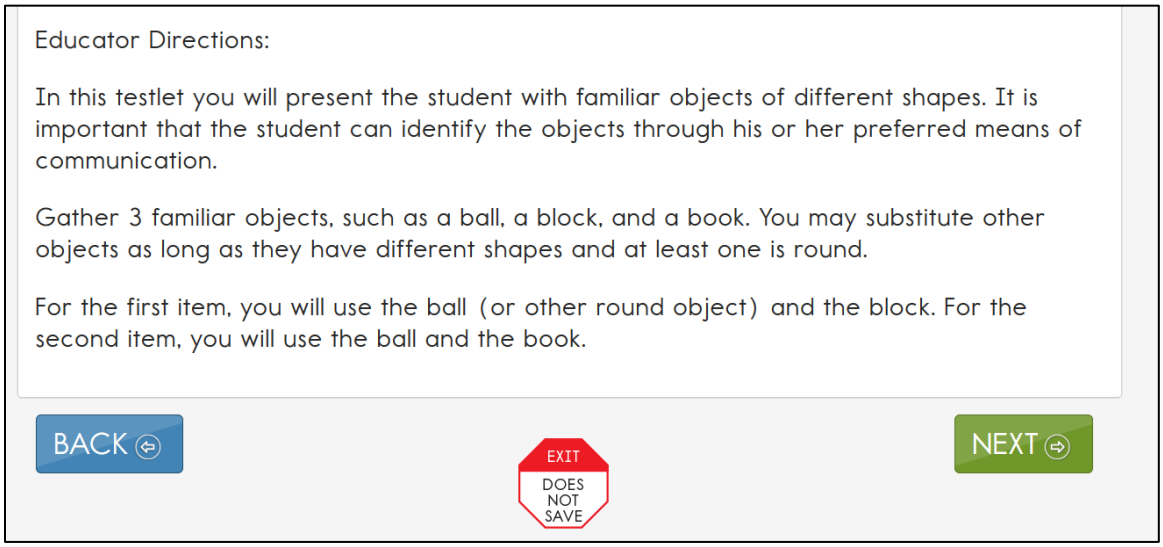
Teacher-Administered Mathematics Testlets

In mathematics, the Initial Precursor level is always a teacher-administered testlet. Some higher linkage level testlets in mathematics are also teacher-administered because the tested content requires assessment outside Student Portal. An example is a procedural node that asks the student to measure volume. Recognizing three-dimensional objects and manipulating them onscreen requires keen perceptual and motor skills, neither of which are essential to the student's cognitive understanding of how to measure volume. For students who are blind, who have visual impairments, or who have physical disabilities that impact the student's ability to take the testlet onscreen, test administrators directly administer these types of testlets to make them accessible.

Structure of Teacher-Administered Mathematics Testlets

All teacher-administered mathematics testlets are similar in their structure. They include instructions to the test administrator called Educator Directions. *Figure 25* is an example of Educator Directions for an Initial Precursor mathematics testlet.

Figure 25. Screenshot of Educator Directions in a teacher-administered mathematics testlet

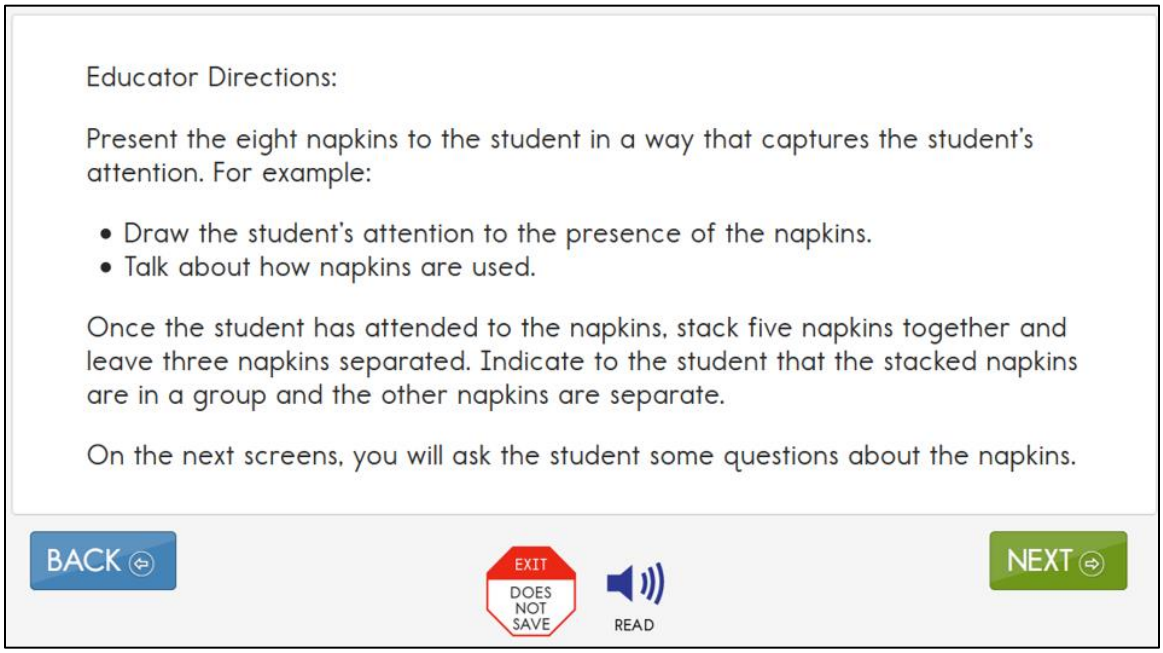


First, the directions tell the test administrator in a general way what will happen in the testlet. Then, the directions specify any materials that need to be collected. More information about the materials and recommended substitutions are on the TIP, which the test administrator must access before test administration.

The test administrator may make substitutions if the substitutions do not change what is being measured in the testlet and the materials are still grouped as indicated in the testlet directions. The last part of the directions page outlines the needed materials, which items need the materials, and in what order the materials are presented in the item.

In addition, both types of teacher-administered mathematics testlets contain an engagement activity, which occur when the test administrator presents the materials used in the testlet and engages the student in exploring the materials. Figure 26 is an example of an engagement activity in a teacher-administered mathematics testlet.

Figure 26. Screenshot of an engagement activity in a teacher-administered mathematics testlet



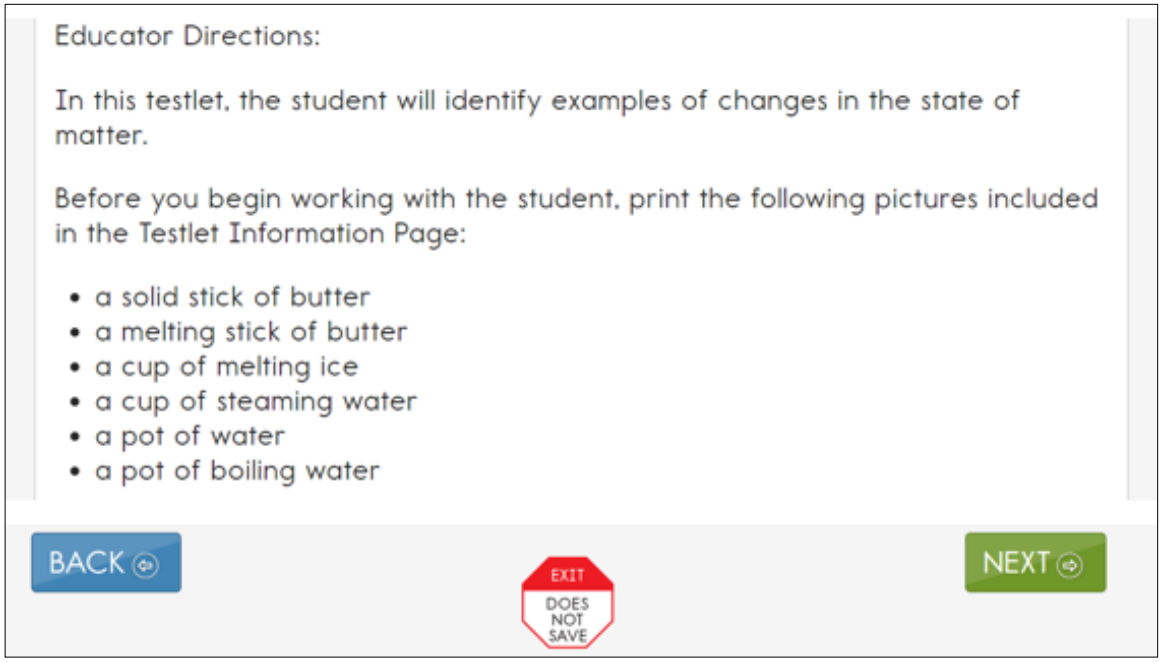
Teacher-Administered Science Testlets

In DLM science, teacher-administered testlets are at the Initial linkage level. Initial linkage level science testlets are structured as a series of statements that the teacher reads to the student and are often accompanied by picture-response cards. Picture response cards must be printed from the TIP before test administration. For the student's optimal testing experience, best practice is to print them in color. Some Initial testlets specify the use of other materials.

Structure of Teacher-Administered Science Testlets

All teacher-administered science testlets are similar in structure. Teacher-administered testlets include instructions to the test administrator called Educator Directions. Figure 27 is an example of Educator Directions for an Initial linkage level science testlet.

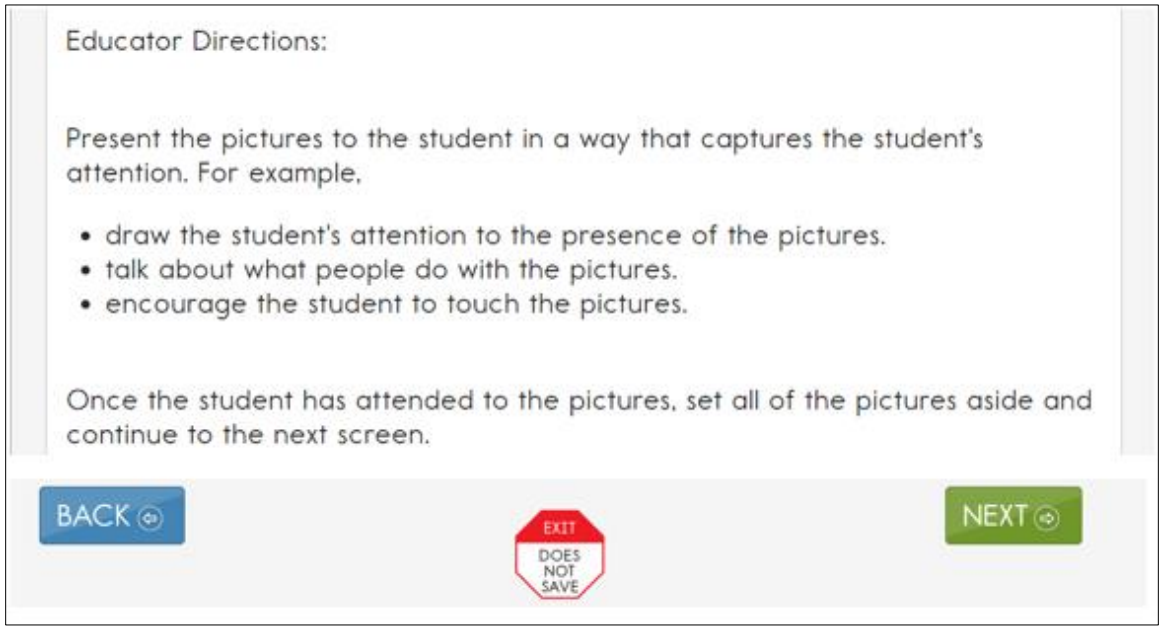
Figure 27. Screenshot of Educator Directions for an Initial linkage level science testlet in Kite Student Portal



First, the directions tell the test administrator in a general way what will happen in the testlet. The directions specify any materials that must be collected. More information about the materials and recommended substitutions are located on the TIP. The test administrator may substitute materials if the substitutions do not change what the testlet measures. The last part of the directions page outlines the needed materials, for which items the materials are needed, and in what order the materials are presented in the item.

Additionally, teacher-administered science testlets contain an engagement activity, in which the test administrator presents picture response cards or materials and engages the student in exploring the materials. Figure 28 is an example of an engagement activity in a teacher-administered science testlet.

Figure 28. Screenshot of an engagement activity in a teacher-administered science testlet in Kite Educator Portal



Teacher-Administered Testlet Administration

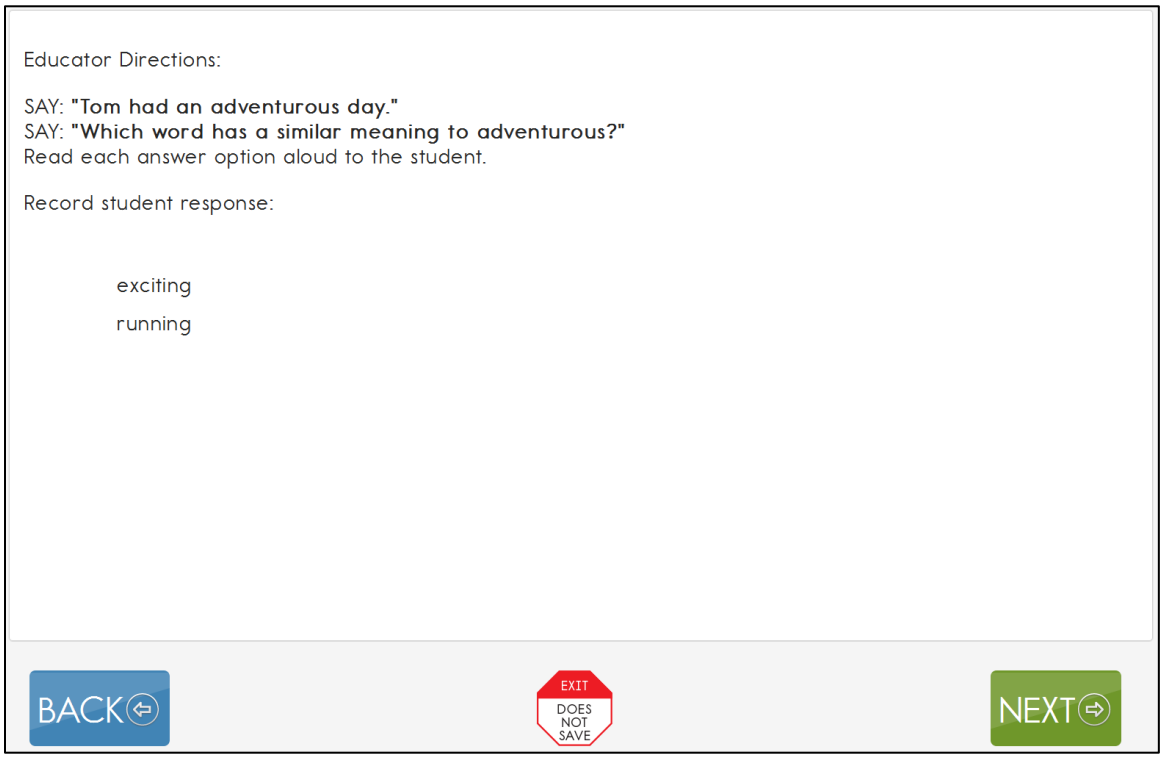
Teacher-administered testlets are standardized. Anything in quotes and bold print is to be presented verbatim to the student. There are two exceptions to this rule. The first is when the student uses sign language interpretation or language translation supports as allowable and as described in the DLM Accessibility Manual and on the TIP. The second exception is when a substitution has been made for a particular material. The test administrator must then use the name of the substituted materials when reading the item to avoid confusing the student.

Teacher-Administered English Language Arts, Mathematics, and Science Testlet Administration

The two specific instructions for presenting items or directions to students are SHOW and SAY. However, because of hearing and vision limitations, some students may not be able to hear what is said and others may not be able to see what is shown. SHOW means that an educator is to present the materials to the student using sensory modalities appropriate for that student. SAY may require nonverbal communication appropriate for the student's sensory modalities, such as signing.

Figure 29 is an example of an item screen that may be embedded in the second reading of an ELA text. The Educator Directions tell how to interact with the student. The test administrator must read directly to the student the lines presented in bold after SAY. The administrator also must perform the actions for the student described after SHOW.

Figure 29. Screenshot of an item screen that may be embedded in the second reading of an ELA text in Kite Student Portal



All teacher-administered items have response options that reflect possible student responses to the statement or questions in the item. Test administrator evaluate the student's response, choose the best description of what they observed, and record the choice in the testlet. Test administrators must be familiar with the student's typical modes of expressive communication because any mode for communicating a response is acceptable.

Teacher-Administered Reading Testlets

For teacher-administered reading testlets, the student, test administrator, and computer screen should be arranged in a triangle. Both the student and test administrator need to see or have access to the text during the shared reading activity. The test administrator should have the best access of directions pages and item screens. When the item screens appear, the test administrator needs to be able to enter responses easily. The triangle arrangement usually works, but the test administrator may need to shift position slightly so that screens containing the ELA text can easily be displayed to both student and test administrator. Leave space near the student for any manipulatives that will be used.

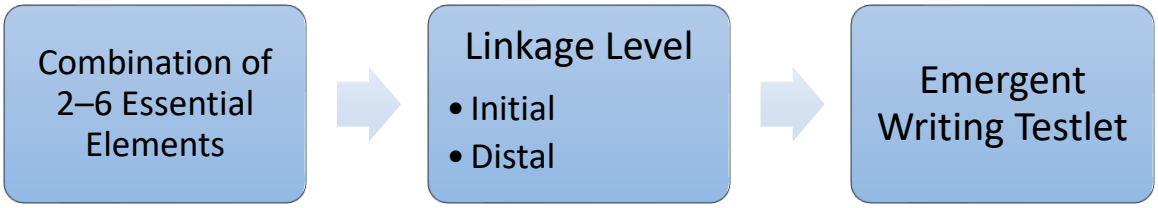
Teacher-Administrated ELA Writing Testlets

Every day in our classrooms, all students, including those with the most significant cognitive disabilities, are being prepared for life beyond their school years. A student's ability to communicate about their needs and wants is essential for safety and fulfillment in their adult life. Their ability to communicate includes being able to write in some meaningful way. Therefore, the writing Essential Elements and writing assessments were developed. Information about each writing Essential Element is available on the Educator Resource Page under the heading Tested Essential Elements (https://dynamiclearningmaps.org/erp_ye).

The DLM writing testlets assess students' mastery of the precursor skills that lead to writing and their ability to communicate using writing. These skills focus on understanding letters and words and the expression of ideas through words. Testlet response options that refer to "writing" or "the student wrote" can include any method the student uses for writing. The writing testlets all have some common features.

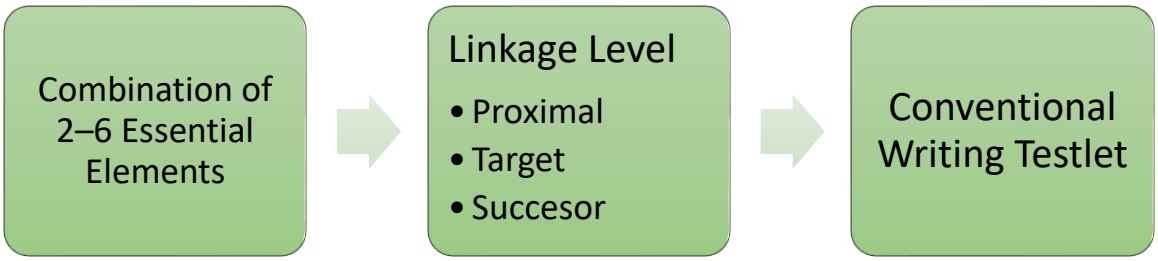
- Writing testlets are always teacher-administered and are required for every student in every grade.
- To meet blueprint requirements, each student receives a writing testlet in the spring window.
- Writing testlets assess a combination of two to six writing Essential Elements, depending on the grade.
- The student always works outside Student Portal and interacts with the test administrator. Only the test administrator interacts with the testlet in Student Portal.
- Writing testlets are at one of two levels, emergent or conventional.
- The level of the writing testlet the student receives is determined by the test administrator's response to questions in the writing portion of the First Contact survey. Performance on the previously submitted testlets is not used to determine the linkage level for the writing testlet.
- Emergent Writing testlets are used for students who do not yet have or are working on early symbolic understanding.
- Students in grades 3–8 who are assigned the Emergent Writing testlets are assessed on only the writing process. These students are not expected to produce a written product.
- Students in high school who are assigned the Emergent Level writing testlets are also tested on the writing process but, additionally, these students are expected to produce a written product as well.
- Emergent Writing testlets are a combination of the Initial and Distal Precursor linkage levels (Figure 30).

Figure 30. Process for an Emergent Writing testlet



- Students who have symbolic understanding and can use more traditional writing tools to communicate take a writing testlet that combines linkage levels at the Proximal Precursor, the Target, and the Successor linkage levels. Writing testlets at this level are called a Conventional Writing testlets because these testlets are a little more typical of a traditional writing assessment.
- Students who take the Conventional Writing testlets are assessed on the writing process and they are also expected to produce a written product (Figure 31).

Figure 31. Process for a Conventional Writing testlet



In both the instructionally embedded assessment window and the spring assessment window, the system recommended linkage level for the writing testlet is determined using information from the test administrator's response to the writing questions in the student's First Contact survey.

NOTE: Mastery results are not available for writing testlets during the optional instructionally embedded assessment window and only become available from writing testlets during the spring assessment window when the Individual Student Score Reports are published in Educator Portal.

Many students taking the DLM alternate assessment will need a test administrator to assist them in obtaining a writing tool that offers students access to all 26 letters of the alphabet. For both the emergent and conventional writing testlets, students are to use the orthography-based tools they use for writing in everyday instruction.

The following supports are allowed for writing testlets:

- pens, pencils, markers, crayons
- whiteboards
- traditional keyboards using word-processing software
- adapted keyboards that include all 26 letters of the alphabet
- tablet computer keyboards using word-processing software
- alternate keyboard (e.g., on-screen or switch-enabled keyboard)
- alternate pencils, including alphabet flip charts
- eye-gaze displays of letters
- letter-by-letter dictation of any sort
- word-prediction software
    - Word prediction is an intelligent word-processing feature that can alleviate writing breakdowns for a range of students simply by reducing the number of keystrokes necessary for typing words. It removes motor barriers to typing to reduce the gap between generating ideas and capturing them in writing.

The following supports are not allowed for writing testlets:

- whole-word or sentence dictation
    - In order to test the full criteria of writing Essential Elements, students are not allowed to dictate whole words or sentences.
- speech-to-text software

- selection of pictures or words from a word bank

Pictures, Symbols, or Use of a Word Bank

Pictures, symbols, or words from a word bank are not allowed and may not be substituted for words in a sentence. This practice is forbidden because the meaning that an individual assigns to a picture or symbol depends upon the individual's motivation, neurological and developmental status, sensory abilities, cognitive, communication, and language skills, and world experience (Mineo Mollica, 2003). Furthermore, the ability to learn the meaning of pictures or symbols is directly related to an individual's understanding of the word associated with the picture or symbol.

In other words, individuals who understand the meaning of the spoken word learn the associated picture or symbol rather easily while individuals who do not understand the spoken word need more time to learn the meaning of the picture or symbol (Romski & Sevcik 1996, 2005). Because students who participate in the DLM alternate assessment have universally impaired cognitive and language skills, it is not possible to ensure that each student's understanding of pictures and symbols introduced in the assessment will match the intended meaning.

Writing Topic

For both levels of writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic about which to write. The testlet does not include preselected topics for writing assessments.

- In Emergent Writing testlets, the students often choose from a list of topics that they have been exposed to during instruction.
- In Conventional Writing testlets, students also write about familiar topics. If able, they independently select a subject on which to write. The topic is to be an informational one that is relevant to instruction and familiar to the student.

Test Administration Tasks in Writing Testlets

The test administrator has two types of tasks in writing testlets.

- The first type of task requires the test administrator to evaluate a process used in writing. The testlet has items that are presented to the test administrator as the student works through the tasks in the writing testlet.
- The second type of task found in most writing testlets requires the test administrator to evaluate the student's final writing product.

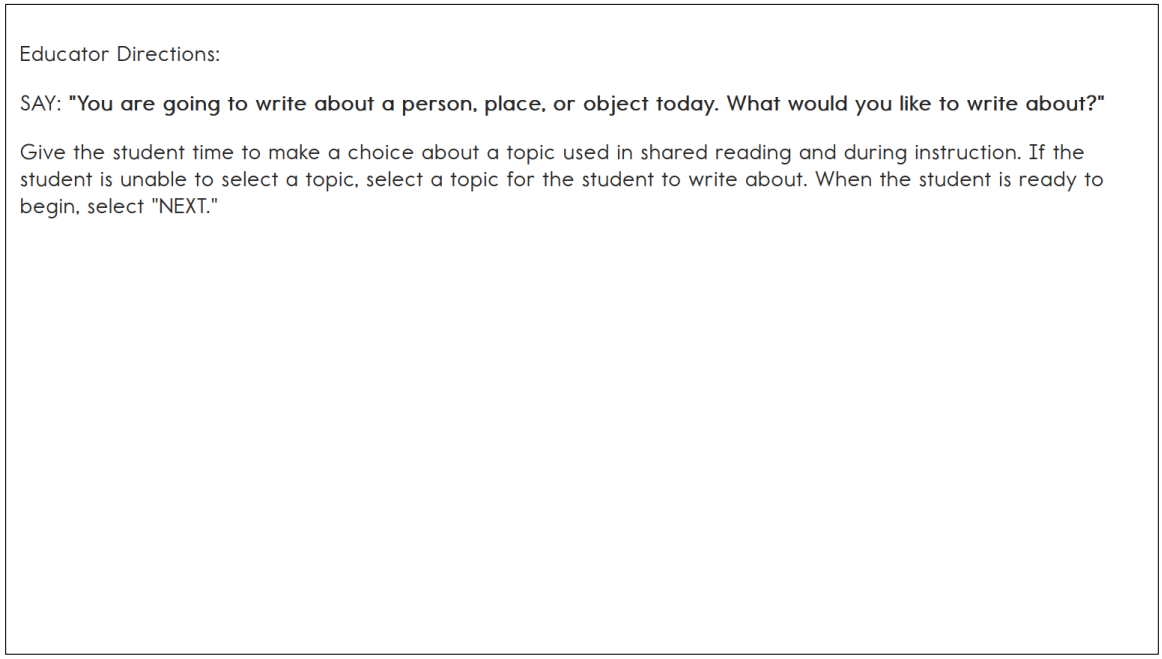
For the first type of task, test administrators will perform the following tasks:

18. Give the student a verbal prompt from the onscreen Educator Directions. As shown in the image below, the verbal prompt may be "SAY: 'You are going to write about a person, place, or object today. What would you like to write about?'"
19. The test administrator may present the student with a list of familiar topics that have been used during instruction, or the student may think of a topic without any prompting.
20. On the testlet screen, the test administrator is prompted to ask the student to engage in the writing tasks (Figure 32).
    - For step 3, an example of a verbal prompt may be "SAY: 'Write about (topic) using words that describe (topic).'"

- The test administrator says the prompt aloud to the student, inserting the actual topic selected for the writing testlet.

21. The test administrator is directed to WAIT and OBSERVE the student's writing process in response to the prompt.
22. The test administrator evaluates the student's behavior according to the description in the response options. The test administrator then chooses the description that best matches the student's writing process.

Figure 32. Screenshot of the Educator Directions for a writing testlet in Kite Student Portal

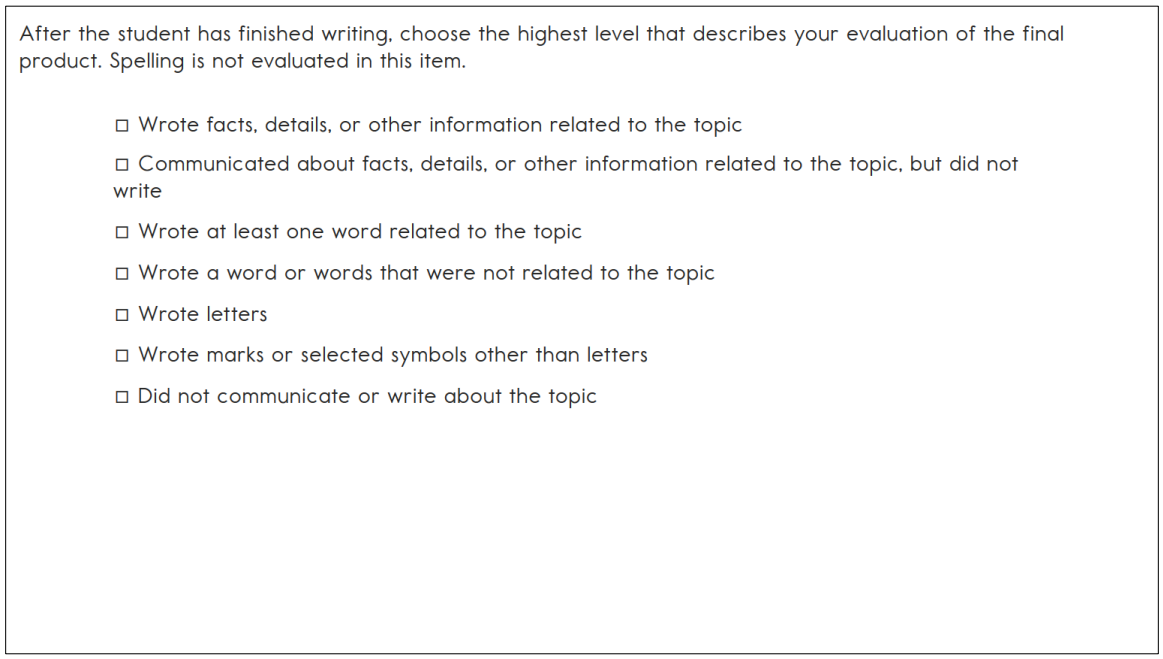


EXAMPLE: If the student's behavior could be described by two response options, the test administrator selects the response option that represents the higher of the two options. In the image below, if the student wrote some words related to the topic and some words that were not related to the topic, the test administrator has two response options from which to select: "Wrote at least one word related to the topic," or "Wrote a word or words that were not related to the topic." In this case, the test administrator would select the higher of the two options: "Wrote at least one word related to the topic."

The response options in Figure 33 are as follows:

- Wrote facts, details, or other information related to the topic
- Communicated about facts, details, or other information related to the topic, but did not write
- Wrote at least one word related to the topic
- Wrote a word or words that were not related to the topic
- Wrote letters
- Wrote marks or symbols other than letters
- Did not communicate or write about the topic

Figure 33. Response screen in a Writing testlet in Kite Student Portal



When student performance does not exactly match any response option, the test administrator selects the option that best matches the student performance (Table 17).

Table 12

Student performance and test administrator responses during an assessment

Student's Performance	Test Administrator's Response
The student wrote complete sentences about the topic using at least two descriptive words.	The test administrator selects the response, "Wrote facts, details, or other information related to the topic."
The student wrote incomplete sentences but still conveyed ideas and information about the topic using at least two descriptive words.	The test administrator selects the response, "Wrote facts, details, or other information related to the topic."
The student did not write anything about a topic.	The test administrator selects the response, "Did not communicate or write about the topic. If that response is not available, the test administrator would choose, "No response" if available or leave the item blank.

The second type of task found in most conventional-level writing testlets requires the test administrator to evaluate the student's **final** writing product. The evaluation items may be in single-select or multiple-choice-multi-select format. The test administrator completes this task only after the student has finished writing. The test administrator will

- look at the writing the student produced
- evaluate the student's writing product
- choose the description that matches the highest level of the student's writing

HINT: This task can be completed without the student present, but the task must be completed within the same assessment session. The evaluation cannot be completed if a testlet times out, after using EXIT DOES NOT SAVE, or by logging in later.

Retention of the Writing Product

Retention of a student's writing product is a state or local decision. The assessment coordinator can provide information about those requirements, e.g., how long to store and where to store student's writing product.

Sometimes, for research and technical documentation, DLM staff may request test administrators to submit final writing products. If this request occurs, the test administrators and their assessment coordinators will be informed in advance about how to submit the student's final writing product.

Teacher-Administered Mathematics Testlets

For teacher-administered testlets in mathematics, the test administrator is the only one who needs to access the screen to receive directions, read prompts, and enter responses. The ideal arrangement is for the student and test administrator to face one another and the test administrator can look at the computer screen off to the side. Reviewing the Testlet Information Page (TIP) for mathematics testlets

at the lowest linkage levels ahead of time is vital because information in the TIP prepares the test administrator for testing the student.

In the mathematics testlet, the test administrator directions also list materials the educator will use to administer several items. The materials used are to be both familiar to and comfortable for the student. The directions on the TIP and at the beginning of the testlet indicate when material substitutions may be made. Whenever substituting materials, test administrators must modify the script to include the name of the actual materials used.

TEACHER-ADMINISTERED SCIENCE TESTLETS

NOTE: Check your state's DLM webpage to see if your state tests DLM science.

The assessment arrangement for science testlets is like the arrangement used for mathematics testlets. Only the test administrator interacts with Student Portal. The student works outside Student Portal and interacts with the test administrator. In science, picture response cards must be printed from the TIP before test administration. Best practice is for the picture response cards to be printed in color.

ACCESSIBILITY SUPPORTS

Accessibility supports that are appropriate for use during teacher-administered and computer-delivered testlets are fully described in the ACCESSIBILITY MANUAL. The following describes some supports in more detail.

LANGUAGE TRANSLATION

Because the disability-related cognitive and communication challenges for students with the most significant cognitive disabilities are unique, and because English learners speak a wide variety of languages, the DLM alternate assessment does not provide translated forms of testlets. Instead, the DLM alternate assessment supplies test administrators with instructions regarding allowable supports based on each student's unique combination of language-related and disability-related needs and on the specific construct measured by a particular testlet.

The test administrator will receive a TIP for each testlet. The TIP includes information about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the test administrator may not define terms for the student on that testlet.

Some states do not allow language translation. Check with your district assessment coordinator about language translation.

Unless exceptions are noted, test administrators may do the following:

- translate the text
- simplify testlet instructions
- translate words on demand
- provide synonyms or definitions
- accept responses in either English or the student's native language

NOTE: Student Portal does not offer a digital dictionary. Students may use their version of a dictionary if needed, such as word lists and communication symbols. This dictionary should be familiar to the student and have been used during instruction.

Sign Interpretation

Students who are deaf or hard of hearing and who participate in the DLM alternate assessment may require additional supports beyond those available via the PNP Profile. Support needs may be different for computer-delivered testlets than for teacher-administered testlets.

Teacher-administered testlets direct the test administrator how to organize and present the content to the student. Scripted directions tell the test administrator what to say or sign. The test administrator will need to determine if the student can understand a direct translation of the script or if the student will need an interpretation of the directions. If interpretation is needed, advance planning may be necessary. Test administrators may log in to Student Portal before beginning the assessment to plan and prepare for appropriate procedures to use with students who are deaf or hard of hearing. If the need for interpretation is likely, test administrators logs in to Student Portal, launches the test, and reviews the screens to evaluate the need for interpretation. If administration will take place later, the test administrator uses the **EXIT DOES NOT SAVE** button (if allowed in your state) to leave the testlet.

For teacher-administered testlets, test administrators may do the following:

- translate the text (American Sign Language, Signed Exact English, or individualized)
- translate words on demand (e.g., English to American Sign Language)
- provide synonyms and definitions except when specifically forbidden on the TIP (e.g., when the item assesses knowledge of vocabulary)
- accept responses in the student's sign language system (American Sign Language, Signed Exact English, or individualized) or through the student's communication device
- reread the text if the student indicates a need

Other Practices Allowed

Students who participate in the DLM alternate assessment have access to many accessibility supports. Test administrators may also be flexible with some aspects of testlet delivery. However, testlet delivery must be standardized in certain ways. This section describes general principles for additional allowable practices when the accessibility supports included in the PNP Profile do not meet the student's needs. When possible, the additional supports must be consistent with the student's current needs as documented in the IEP.

When making decisions about additional supports for computer-delivered testlets, test administrators must follow IEP team decisions and these two general principles.

- **Provide flexibility in student access and response mode.** For example, standard administration procedures define typical arrangements for the test administrator, student, and computer across different types of testlets. However, the test administrator may need to adapt the physical arrangement based on a student's physical needs and use of special equipment. Another example of this flexibility is the substitution of materials as needed for the testlet.
- **Maintain consistency in the student's interaction with the concept being measured.** All students do not have to interact with identical materials or respond using the same response mode, but all students do complete the same cognitive or linguistic task. Therefore, test administrators cannot rephrase questions or rearrange items. Simplified instructions, definitions, and flexible response modes are allowable supports for all students except when specifically excluded by the TIP. TIPs provide specific instructions for materials substitution to help the test administrator maintain this consistency.

To determine whether a support or practices is allowed see Practices Allowed and Practices Not Allowed beginning on page 71 of this manual. Also, additional help can be found using the following tables in the ACCESSIBILITY MANUAL:

- Practices not Allowed in Administering Testlets
- Allowable Practices and Accessibility Supports for Students with Individualized Student Response Modes

TESTLETS FOR STUDENTS WHO ARE BLIND OR HAVE VISUAL IMPAIRMENTS

FORM TYPES

The DLM Alternate Assessment System supplies braille forms for some ELA and mathematics testlets during the fall instructionally embedded assessment window. During the spring assessment window, braille forms are available for ELA, mathematics, and science for some testlets at the upper linkage levels. These forms are available in uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what is made available in the state. The test administrator then selects the appropriate braille form in the student's PNP Profile. DLM braille forms also include Nemeth code for mathematics as needed.

The DLM alternate assessment is designed to assess students' knowledge, skills, and understanding of the Essential Elements, not their ability to use braille. Therefore, braille is to be selected only if the student is proficient in reading braille. Braille is not to be selected for emerging braille readers. Other options, such as alternate forms, are suitable for a student with a visual impairment who does not read braille.

For a student who reads braille, choose either UEB or EBAE braille, depending on which form is available in your state. For a student with a visual impairment who does not read braille, choose only Alternate Form-Visual Impairment.

To make a change regarding braille or alternate forms during assessment, consult the Customization for Each Student section in the ACCESSIBILITY MANUAL.

FORM AVAILABILITY

Braille forms and alternate forms are not available for all Essential Elements and linkage levels (Table 18). Based on availability, a student will receive one of three forms of a testlet as shown in the following list:

- A limited number of braille forms are available during both the instructionally embedded assessment window and spring assessment window. See the following table for the subjects, grades, linkage levels, and window availability.
- A limited number of alternate forms are available during both the instructionally embedded assessment window and spring assessment window.
- Standard forms are always available for the assessment.

> HINT: When braille or Alternate Form-Visual Impairment are selected in the PNP Profile, other supports may also be used, such as Spoken Audio, magnification, and human read aloud.

Table 18 shows the availability of braille forms for each subject, grade, linkage level, and window.

Table 13

Availability of braille forms for each subject, grade, linkage level, and window

Subject	Grades	Linkage Levels	Window
ELA and mathematics	3–5	Target and Successor	Both the Instructionally Embedded Assessment Window and the Spring Assessment Window
ELA and mathematics	6–8 and high school	Proximal Precursor, Target, and Successor	Both the Instructionally Embedded Assessment Window and the Spring Assessment Window
Science	3–8 and high school	Target level only	Spring Assessment Window only

FORM DELIVERY

The test administrator marks options in the PNP Profile to have the system deliver a braille or alternate form when available. In the PNP Profile, braille is selected under the Language and Braille tab, while Alternate Form-Visual Impairment is marked under Other Supports.

The forms are delivered as follows:

- If a braille form is available, the system will deliver it.
- If a braille form is not available, and Alternate Form-Visual Impairment was selected in the student's PNP Profile, the system will check for an alternate form to deliver.
- If neither a braille form nor an alternate form is available, the system will deliver a standard form.

> HINT: When appropriate, TIPs contain information about adaptations for delivering the testlet, including alternate text descriptions of pictures and graphics for the test administrator to read to the student.

When the system delivers a braille form, it arrives in Educator Portal as a Braille Ready File (BRF) for the test administrator to emboss. See the section Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the BRF.

Braille forms are transcribed to be as similar as possible to online standard testlets, but they may contain some minor changes to help the student best access or understand the information:

- Page numbers are included on all testlets to help with organization.

- Response options are lettered to help students communicate their responses so that test administrators can input the responses in Student Portal.
- Science texts are double-spaced to help students whose braille-tracking skills are not yet strong.

Tactile Graphics

Tactile graphics are a means of conveying non-textual information to students who are blind or have visual impairments. Tactile graphics may include tactile representations of pictures, maps, graphs, diagrams, and other images.

Tactile graphics are not included with the DLM braille forms. Instead, the DLM alternate assessment typically uses objects for concrete representations of content. The test administrator may use familiar objects or create tactile graphics to represent graphics that appear on screen. See the TIP for each testlet to learn about allowable objects.

Response Scoring

When the system assigns a testlet, the braille form will need to be embossed locally and provided to the student. Student Portal will also have a computer-based version of the testlet equivalent to the braille version the student receives. As students take the braille testlet on the embossed paper version, they indicate each response to the test administrator as they normally would on other braille assignments during instruction. The test administrator inputs each student response into the testlet in Student Portal. Responses are scored by the system in the same way as non-braille forms.

The testlets are adaptive and will take up to 15 minutes for the next testlet to arrive. If the next testlet delivered is available in braille, the test administrator will emboss the testlet and the student will complete the assessment process with the test administrator entering the responses.

ALTERNATE FORMS FOR STUDENTS WHO ARE BLIND OR HAVE VISUAL IMPAIRMENTS

Most standard testlets designed for students taking the DLM alternate assessment are accessible for students who are blind or have visual impairments. However, certain Essential Elements are difficult to assess online for students who have visual impairments, even with supports such as Spoken Audio. For these specific Essential Elements and linkage levels, the system will assign an alternate testlet form. Alternate forms are assigned only for certain Essential Elements and linkage levels and only when the test administrator selects Alternate Form-Visual Impairment in the PNP Profile.

When an alternate form is delivered, the testlet name will contain the letters **BVI** (Blind Visual Impairment) in both the test ticket and Student Portal testlet name (e.g., SP **BVI** SCI MS.PS1-2 P 10455).

To make a change regarding braille or alternate forms during assessment, consult the section Customization for Each Student in the Accessibility Manual.

Teacher-Administered Alternate-Form Testlets

Teacher-administered testlets require the test administrator and student to complete tasks outside of Student Portal, with the test administrator recording responses in the testlet in Student Portal. These testlets will use materials that may require some advanced preparation by the test administrator. Special materials for use with students who are blind or have visual impairments are recommended, but other familiar materials may be substituted as described in the Materials section on page 77 of this manual. Details are provided on the Testlet Information Page (TIP).

Computer-Delivered Alternate Form Testlets

Computer-delivered testlets for students who are blind or have visual impairments begin with an instruction screen for the test administrator and continue with content for the student to access. These testlets may require test administrators to use materials or objects to represent the onscreen content directly to the student. Needed materials are listed on the TIP, and substitutions are allowed as directed on the TIP.

Administration of Alternate Form Testlets

The general procedures for administering alternate form testlets are the same as teacher-administered testlets described in previous sections. In addition, test administrators may find the following options particularly helpful when administering alternate form testlets:

- If the student also has a physical disability that makes manipulating objects difficult, take direction from the student or act on the student's behalf by manipulating materials and selecting the responses the student indicates.
- Provide human read aloud or computer Spoken Audio, including alternate text for images onscreen, and describe any materials presented to the student that represent images shown on the screen.
- Change the object language in the testlet to match any substitute materials being used. For example, if the testlet uses cakes in fractional pieces and the student has been learning fractions using pizzas, pizzas may be substituted. Then also change cake to pizza when reading the text aloud.

PRACTICES ALLOWED

Items in the DLM testlets are designed to assess student knowledge, skills, and understanding related to the Essential Elements. To meet this goal, test administrators will need to use their best judgment and be flexible while administering the assessment, including providing supports beyond PNP Profile options. The following supports are allowed in computer-delivered and teacher-administered testlets, unless exceptions are noted on the TIP.

Breaks

Students may take breaks during or between testlets. Test administrators need to use their best judgment about the use of breaks. The goal is to complete a testlet in a single session; however, breaks may be needed when the student is fatigued, disengaged, or having behavioral problems that may interfere with the student being able to demonstrate what they know and can do.

Individualized Student Response Mode

The items in the teacher-administered testlets do not limit response modes to certain types of expressive communication; therefore, all response modes are allowed. Test administrators may need to represent response options outside the system to maximize the student's ability to respond. For example, for students who use eye-gaze technology to communicate, test administrators may represent the response options in an alternate format or layout to ensure the student can indicate a clear response.

Special Equipment for Positioning

Some students may need special equipment to access the assessment material, such as a slant board for positioning or hook-and-loop objects on a communication board. Test administrators are to use the equipment to maximize the student's ability to provide a clear response.

Navigation Across Screens

For students who have difficulty interacting directly with the computer because of a lack of experience, limited fine motor skills, or use of interactive devices, the test administrator may help students navigate across screens or enter the responses that students selected during the assessment.

Test Administrator Response Entry for Students

If a student is unable to enter a response into the computer but can indicate a response in some other fashion, such as through eye gaze, manipulatives, or verbalization, the test administrator may enter the response into the testlet on behalf of the student. Again, the student's method for responding to items is to be consistent with the student's usual means of expressing choices.

Interactive Whiteboards

If a student has a severe visual impairment and needs larger presentation of content than provided by the 5x magnification setting, the test administrator may use an interactive whiteboard or projector or a magnification device that works with the computer screen to enlarge the assessment to the needed size.

Some students do not have the fine motor skills they need to be able to select a response option on the screen of a typical average-sized computer device. When this occurs, the test administrator may project the testlet on a large whiteboard screen. Using the large display on the whiteboard screen allows students to use their gross motor skills to indicate their response options.

Alternate Representations of Response Options

Representing the response options in an alternate format is allowed if the representation does not favor one response over another. For instance, the correct response cannot always be closest to the student or in the same position each time.

Text-based response options may not be represented by pictures or objects. For example, if the onscreen response options are pictures of a circle, a square, and a triangle, the educator may represent the response options using shapes on a communication board or objects that are shapes. However, response options that are words (i.e., text) may not be represented by pictures or objects.

Graphic Organizers

If the student is accustomed to using specific graphic organizers, manipulatives, or other supports during instruction, the use of those supports is allowable during the DLM alternate assessment.

Blank Paper

If the student requires blank lined or unlined paper, it may be provided to the student. However, once the student has written anything on it, the paper then becomes a secure assessment document. At the conclusion of the assessment session, the paper must be turned in to the assessment coordinator along with the TIP used during the testing session. The assessment coordinator will securely dispose of or shred the secure materials.

USE OF REINFORCEMENT

Natural or direct reinforcement may be used to promote appropriate participation in the administration of the assessment. Tangible reinforcement (e.g., stickers, tokens) or social reinforcement (e.g., praise, high fives) may be used to promote appropriate on-task behavior. These types of reinforcement are to be used only for appropriate and continued participation and must not be used to sway or lead the student to the correct response.

GENERIC DEFINITIONS

If the student does not understand the meaning of a word used in the assessment, the test administrator may define the term generically and allow the student to apply that definition to the item in which the term was used. Exceptions to this general rule are noted on the TIP for specific testlets.

PRACTICES NOT ALLOWED

Although many supports and practices are allowable for computer-delivered and teacher-administered testlets, some practices are not allowed. These practices include the following:

- repeating the item activity after a student has responded or in any other way prompting the student to choose a different response
- using physical prompts or hand-over-hand guidance to direct the student to the correct response
- removing response options or giving hints to the student
- rearranging objects to prompt the correct response (e.g., putting the correct response closer to the student)

For questions regarding whether a support is allowable, test administrators must contact their assessment coordinator. If supports outside of those that the DLM Consortium has listed are provided for a student, some states require that a description of those supports be provided through a state reporting system. To avoid invalidating the student's assessment, follow state-specific guidelines and get approval from the assessment coordinator before using other supports.

KEY STEPS

Test administrators prepare for the Dynamic Learning Maps® (DLM®) spring assessment by completing the key steps in Table 19. Gray-shaded steps are described in more detail in this section. The other steps are defined in other DLM resources listed in Checklists for Test Administrators beginning on page 10 of this manual.

Check your state's DLM webpage or Appendix to this manual for the dates of your spring assessment window.

Table 14

Key steps during the spring window

Steps
23. Recheck student demographic information, PNP Profile setting, and survey responses.
24. Consider district and school assessment schedules to ensure students complete all DLM testlets during the spring assessment.
25. Schedule locations and times for assessment sessions.
26. Retrieve the Testlet Information Page (TIP) for the first testlet. Gather needed materials before beginning the assessment.
27. Retrieve student's username and password from Educator Portal.
28. Using Student Portal, assess student on the first testlet.
29. As other testlets become available, retrieve the TIP, gather materials, and assess the student in Student Portal.

RECHECK STUDENT INFORMATION

Before your state's spring assessment window opens, confirm that you have the correct students on your roster, that each student is assigned to the correct grade, and that their First Contact surveys and PNP Profiles are up to date. Contact your assessment coordinator for help editing student information.

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

Test administrators will likely need to schedule several assessment sessions, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled.

Evaluating a student's current behavior is very important in assessment. Not every day is a good day to assess. Therefore, use professional judgment and reschedule the assessment if a student is not having a good day on the intended assessment day. If the student gets tired or distracted during a testlet sooner than expected, allow the student to complete and submit the testlet, and then take a break from testing until the student is ready again. You can also use the **EXIT DOES NOT SAVE** button and return later (if your state allows this option). If **EXIT DOES NOT SAVE** is chosen, the student's responses will not be saved.

Testlets may be administered in a classroom, computer lab, multipurpose room, or other school setting. However, the space must be quiet, free from distractions, and located where other students cannot see the testlet.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided on page 40 and in Teacher-Administered Testlets on page 51 of this manual.

For assessment time estimates, see Duration of the Assessment Administration on page 25 of this manual.

RETRIEVE THE TESTLET INFORMATION PAGE AND GATHER MATERIALS

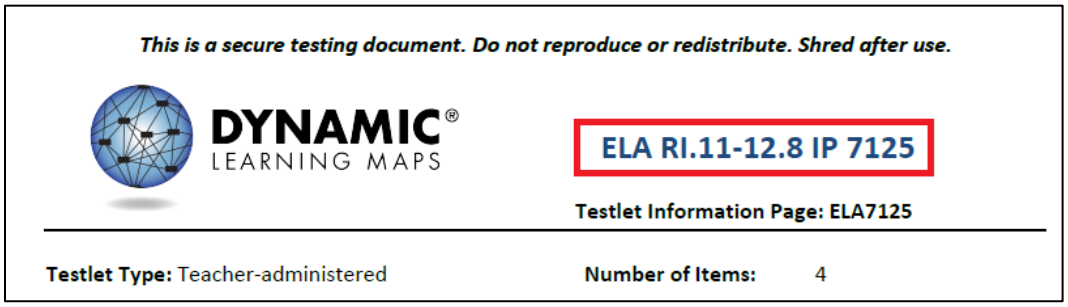
TESTLET INFORMATION PAGES

TIPs provide test administrators with information specific to each testlet. Test administrators receive a TIP after each testlet in a subject is assigned to a student. Review the TIP before beginning the student's assessment. Once the testlet has been administered, the TIP for it is no longer available.

> HINT: During spring assessment, TIPs appear in the Test Management section of Educator Portal. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section Retrieve Testlet Information Page.

The testlet form name is included on the TIP (outlined in red in Figure 34). This is a TIP for an ELA assessment of reading informational text for grade 11 or 12 for a testlet at the Initial Precursor Level.

Figure 34. Example Testlet Information Page header with testlet form name



Information in the TIP states whether a testlet is computer-delivered or teacher-administered and indicates the number of items on the testlet. The TIP for a teacher-administered testlet typically has more information regarding materials to use during testing than the TIP for a computer-delivered testlet, except for students who are blind or have visual impairments. The materials for a computer-delivered testlet are typically all on the computer screens.

The TIP also provides the following information for each testlet:

- **Materials Needed:** This field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials will be provided. For example, the materials may be three different small objects that are familiar to the student, each of which has a single word name (e.g., ball, pencil, and bag).
- **Materials Use:** This field contains a description of how the materials are used in the testlet to assess the skill. For example, the student will be able to indicate a specific object when the object's name is used.
- **Suggested Substitute Materials:** Substitute materials are often allowed. This section indicates whether materials may be substituted and sometimes recommends key attributes of substitute materials.
- **Accessibility Supports Not Allowed:** Although a test administrator may usually use all PNP Profile supports and take advantage of the flexibility described in the Practices Allowed and Practices Not Allowed sections of this manual, see the list of Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL for more information. Also, the TIP will indicate when a support is not allowed (e.g., calculator or if other limits are included like when definitions or translation are not allowed).
- **Other Comments:** If a testlet has other unique instructions, they will appear here. Testlets that require special setup before test administration, such as some mathematics testlets designed for students who are blind or have visual impairments, have additional pages of instructions.
- **Alternate Text:** For test administrators who will be delivering human read aloud that includes descriptions of graphics, alternate text descriptions of images are provided as additional pages after the main TIP.

> HINT: Instructions for alternate text for ELA are in their own section following the TIP.

TIPs for ELA testlets also provide the following information:

- name of the text

- whether the text is informational or literature based
- whether the text is familiar or unfamiliar (Familiar texts may be downloaded from the Educator Resource Page on the DLM website and used in classroom instruction prior to assessment.)
- name of the grade-level text associated with the DLM alternate assessment text

TIPs for mathematics testlets also provide the following information:

- any specific mathematics terminology used in the testlet
- whether calculator use is allowed for the testlet
    - "Yes" means a student can use a calculator if the student is accustomed to using a calculator for instruction. Some items in the testlet may not require a calculator, but the test administrator does not have to remove the calculator once it has been given for the testlet.
    - "No" means a student cannot be allowed to use a calculator for any portion of the testlet.
    - "Not Applicable" means the items do not involve computation and a calculator does not need to be provided.

Testlet Information Pages for Science Testlets

TIPs for teacher-administered science testlets at the Initial level are often accompanied by picture response cards. These are found on the TIP and must be printed prior to test administration. Best practice is to print picture response cards in color.

Materials

Materials used in testlets are typically easily available and are familiar to the student; therefore, the TIP includes descriptions of the general material properties that are needed to correctly assess the Essential Elements at a linkage level. Materials that are not listed may be substituted if they meet the general requirements for that Essential Element. Also, if a testlet assigned to the student contains materials that are not appropriate for that student, substitutions can be made.

Materials for the testlet must be collected prior to the assessment session. However, if the student has begun a testlet and the materials are not working as anticipated, alternate materials may be retrieved. Student Portal can be inactive up to 90 minutes before timing out. See System Timeout on page 50 of this manual for more information about the 90-minute timeout.

The Materials Collections is a list of common materials used in testlets, particularly the teacher-administered testlets. The list is first provided during the instructionally embedded assessment window and is then replaced by the one for the spring assessment window. The lists are available for each subject being tested. To access the Materials Collections list, go to Collection Lists on your state's Educator Resource page (https://dynamiclearningmaps.org/erp_ye).

Familiar Texts

Teacher-administered reading testlets use texts that are familiar to students and that were used during instruction. If the student is accustomed to having the familiar text read from a paper copy, the paper copy may be used during assessment. Links to printable versions of familiar texts are provided on the Educator Resource Page (https://dynamiclearningmaps.org/erp_ye). Choose a grade level to see all texts for that grade.

Other Requirements

Regardless of the type of the DLM alternate assessment, educators need the following when administering an assessment:

- assessment device with Student Portal 7.0
- student's username and password
- assistive devices appropriate to the student (if applicable)
- headphones for computer-Spoken Audio if other students are in the room (if applicable)

MONITOR STUDENT PROGRESS

During the spring assessment window, students may receive as few as six and as many as ten testlets, depending on the grade and subject (details are in the table Number of Testlets for Spring Assessment on page 103 of this manual).

On the Test Management screen in EP, the Test Progress column allows the test administrator to monitor a student's testing progress for each subject. For each test ticket, the Test Progress column will indicate the number of testlets that are available. For example, Testlet 3 of 6 means this is the third of six required for the subject and grade. Also, in Student Portal, testing progress is indicated in the same way (e.g., Testlet 3 of 6).

ACCESS INDIVIDUAL STUDENT SCORE REPORTS

The Individual Student Score Reports are generated exclusively from responses in testlets administered during the spring assessment window. If the student participated in the instructionally embedded assessment window or was administered field test testlets, responses from those testlets are not factored into end-of-year results.

The scoring system in the DLM alternate assessment works differently than scoring in traditional alternate assessments. Students are not given raw scores, percentage-correct scores, or scale scores. Instead, the system combines a student's responses on operational testlets, using a complex algorithm to determine which linkage levels the student has likely mastered.

Results for each linkage level are determined by the probability that the student has mastered the skills at that linkage level. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area for ELA and mathematics or each domain for science and then for each overall subject. Summative results are based on all assessed Essential Elements in the blueprint for ELA, mathematics, and science.

> NOTE: If the student participated in the optional instructionally embedded assessment window or was administered field test testlets, responses from those testlets are not factored into end-of-year Individual Student Score Reports.

The EDUCATOR PORTAL USER GUIDE contains information about accessing Individual Student Score Reports in the section, Access Reports, and Data Extracts. Scoring and reporting videos are available to help educators interpret score reports. These are located on each state's webpage under the Scoring and Reporting tab. Only certain roles are allowed access to the reports, which are determined by state policy. Test administrators may also contact the assessment coordinator or building test coordinator about reviewing students' Individual Student Score Reports.

PREPARE FOR NEXT YEAR

Test administrators and IEP teams need to make certain decisions when preparing for the following school year. Two steps are described in Table 20.

Table 15

Preparation for the following school year

Step
30. Evaluate accessibility supports (PNP Profile settings) with IEP teams and make decisions about supports for next year.
31. Plan academic IEP goals with IEP teams. Use sources of information and resources when planning a student's IEP goals such as the blueprints for the next grade in which the student will be enrolled.

REVIEW BLUEPRINT

IEP teams are to review the provided blueprints for the next grade level as one source of information to plan the academic goals and prioritize the Essential Elements that will be taught the following year. Blueprints are available through your state's DLM webpage.

INSTRUCTIONALLY EMBEDDED ASSESSMENTS (OPTIONAL BUT RECOMMENDED)

For an overview and more information about the purpose of instructionally embedded assessments, see Optional Instructionally Embedded Assessment on page 25 of this manual.

KEY STEPS

Test administrators prepare for and deliver instructionally embedded assessments by completing the key steps in Table 21. Instructionally embedded assessments are only available during the instructionally embedded assessment window that occurs during the fall and winter months. Gray-shaded steps are described in more detail in this section. The other steps are defined in other Dynamic Learning Maps® (DLM®) resources listed in the Checklists for Test Administrators beginning on page **Error! Bookmark not defined.** of this manual.

Table 16

Key steps in preparing for instructionally embedded assessments

Steps
1. Follow state and district guidelines for choosing Essential Elements for instruction.
2. Retrieve instructional information for the Essential Element either on the website or by selecting on the mini-map in the Instruction and Assessment Planner for the Essential Element.

Steps
3. Follow the steps outlined in the EDUCATOR PORTAL USER GUIDE to create a plan for each student, selecting an Essential Element and linkage level. The Instruction and Assessment Planner is available only during the instructionally embedded assessment window. See the assessment calendar on the DLM state webpage for the instructionally embedded assessment window dates during the fall and winter months.
4. Deliver instruction until you determine the student is ready for assessment.
5. Schedule a location and time for assessment sessions.
6. Assign a testlet in the Instruction and Assessment Planner and retrieve the Testlet Information Page (TIP). Gather needed materials before attempting to begin the assessment.
7. Retrieve the student's credentials (username and password) in the Instruction and Assessment Planner so the student can use the assessments in Kite® Student Portal.
8. Log the student in to Student Portal.
9. Assess the student when each testlet becomes available.
10. Review and evaluate the assessment results—did the student master the Essential Element at the linkage level tested?
11. Choose the next Essential Element for instruction. This may be a new Essential Element or the same Essential Element at a different linkage level, depending on previous assessment results and the student's overall instructional program for the year.
12. Repeat the instruction and assessment cycle for remaining Essential Elements and linkage levels during the instructionally embedded assessment window.

HINT: During the instructionally embedded assessment window, at least one assessment at each linkage level is available for each ELA and mathematics Essential Element. Once a student completes a testlet, more testlets at that Essential Element and linkage level may be available. Follow your state's guidance on frequency of assessment.

CHOOSE ESSENTIAL ELEMENTS FOR INSTRUCTION

> HINT: Each testlet in each subject delivered during the instructionally embedded assessment window assesses only one Essential Element except for writing testlets. All students receive only one writing testlet. However, a single writing testlets combines 2–6 Essential Elements depending on the grade level. Results from the writing testlets are not available during this window.

During the instructionally embedded assessment window, test administrators will be able to make choices about each of the following:

- Essential Elements
- linkage levels
- accessibility supports
- frequency of testing
- repeated assessment of a linkage level for an Essential Element (if more than one testlet is available at that linkage level)

Decisions must be grounded in academic priorities for the student, including priorities set in the IEP.

SELECT A LINKAGE LEVEL

For each Essential Element, the system recommends a linkage level for the student, but the test administrator may override that recommendation. The linkage level that the educator selects is to provide an appropriate challenge for the student and represent a good instructional target. Information about the nodes at each linkage level are found in two places:

- Both short and long linkage level descriptors are provided in the Assessment and Instruction Planner. See the step for choosing a linkage level in the Create a Plan section in the EDUCATOR PORTAL USER GUIDE.

The list of nodes for each Essential Element in the Tested Essential Elements PDFs located on the Educator Resource Page. An example is shown in Table 22.

Table 17

An example of an ELA Essential Element with node descriptions

ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.
Initial Precursor • Can demonstrate understanding of property words corresponding to the objects used during familiar routines **Distal Precursor** • Can demonstrate an understanding of words with opposite meanings **Proximal Precursor** • Can demonstrate an understanding that words have different uses in different contexts **Target** • Can determine how word choice influences the meaning of an informational text **Successor** • Can determine how word choice in an informational text is used to persuade or inform

Review and Revise Choices

Test administrators may review the Essential Elements they assigned to a student. A test administrator may access and print the Essential Element Status Report to review the status of instruction and testing.

Test administrators have the flexibility to change their minds about instruction (e.g., to change an Essential Element or linkage level) until the assessment is assigned. A change may be necessary when a student has made considerable growth in the Essential Element, and the test administrator had previously selected a lower linkage level. Change may also be necessary when a student experiences significant regression due to disability or absence. Only a State Assessment Administrator or District Test Coordinator can cancel an assigned testlet.

> HINT: Choosing an Essential Element is part of planning for an instructionally embedded assessment session. This process does not apply to testlets administered during the spring assessment window.

RETRIEVE THE MINI-MAP

Instructional information includes the Essential Element, a list of linkage levels and nodes, and the mini-map. These details are provided in the Tested Essential Elements PDFs located on the Educator Resource Page on the DLM website. This information is also available in the Instruction and Assessment Planner when the user selects on the mini-map for each Essential Element during the instructionally embedded assessment window in the fall and winter months. To learn about the steps to access the mini-maps,

Check the supporting Educator Portal procedure in the Create a Plan section of the EDUCATOR PORTAL USER GUIDE.

For additional information on providing support for classroom instruction, consider reviewing the Professional Development modules. These modules are designed to support instruction on broad academic topics associated with many Essential Elements. See Professional Development on the DLM website for access to the modules (https://dynamiclearningmaps.org/professional-development).

ASSIGN A TESTLET

After instruction is complete and the student is ready for assessment, the test administrator returns to the Instruction and Assessment Planner and assigns the testlet for the Essential Element at the selected linkage level. By choosing to assign a testlet to the student, the testlet and its TIPs become available to the test administrator. Also, the teacher may decide not to assign a testlet for an Essential Element. By using this action, the Essential Element at that linkage level will revert to its original status.

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

Test administrators will likely need to schedule several assessment sessions during the instructionally embedded assessment window, including additional make-up sessions in case students are absent or not engaged in the assessment on the originally scheduled days.

Evaluating a student's current behavior is very important in assessment. Not every day is a good day to assess. Therefore, use professional judgment and reschedule assessment if the student is not having a good day on the intended assessment day. If the student gets tired or distracted during a testlet sooner than expected, allow the student to complete and submit the testlet and then pause the assessment, or use the **EXIT DOES NOT SAVE** button and return later (if your state allows this option). If **EXIT DOES NOT SAVE** is chosen, the student's responses will not be saved.

Testlets may be administered in a classroom, computer lab, multipurpose room, or other school setting. However, the space must be quiet, free from distractions, and located where other students cannot see the testlet.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 40 and Teacher-Administered Testlets on page 51 of this manual.

For assessment time averages and ranges see Duration of the Assessment Administration on page 25 of this manual.

PREPARE TO ADMINISTER AN INSTRUCTIONALLY EMBEDDED TESTLET

Regardless of the type of the DLM alternate assessment (teacher-administered or computer-delivered), test administrators need the following supplies when administering an assessment:

- assessment device with Student Portal version 7.0
- student's username and password
- assistive devices appropriate to the student (if needed)
- headphones for computer-Spoken Audio if other students are in the room
- TIP

TESTLET INFORMATION PAGE (TIP)

The type of information included on the TIPs is the same for testlets in both the instructionally embedded assessment and spring assessment windows. For more information on TIPs, see Testlet Information Page on page 75 of this manual.

ACCESS THE ESSENTIAL ELEMENT STATUS REPORT

The Essential Element Status Report provides information about the student's participation in the instructionally embedded assessment window, using the Instruction and Assessment Planner. The report shows the status of each Essential Element chosen for instruction, the date instruction began, the date the testlet was assigned, the date the testlet was administered, and whether the student mastered the Essential Element or did not master it.

> HINT: Mastery results for writing testlets are not available for the instructionally embedded assessment window because they are scored outside of the system. The icon for writing testlets will display "Results Not Available." During the spring assessment window, results from writing testlets become available in the Individual Student Score Report.

ACCESS PROGRESS REPORTS

A student's participation in the optional instructionally embedded assessment generates a progress report. This report summarizes a student's progress in an individual subject. It includes only information about assessments from plans created through the Instruction and Assessment Planner during the instructionally embedded assessment window. The progress report does not contain any information related to spring assessments administered to a student.

Test administrators may find the progress report useful when planning or reviewing instruction during the instructionally embedded assessment window. For ELA and math, the progress report displays the tested conceptual area(s). For science, the progress report displays the domains, Essential Element, and linkage levels. This report contains sensitive information, including the student's name, school, grade, and state ID number, and the report must be treated as a secure document. The progress report is a PDF that can be saved and printed.

HINT: When using Student Portal, all other screens are locked and cannot be accessed. A test administrator may find printing the following black outlined pages and keeping them handy to be useful!

HINT: Students access Kite® Student Portal with their own username and password. Staff and educators do not have accounts in Student Portal.

KITE STUDENT PORTAL ASSESSMENT DEVICES

Student Portal can be downloaded on a variety of devices to administer the Dynamic Learning Maps® (DLM®) alternate assessment. See the Kite® Suite page on the DLM website for more information (https://dynamiclearningmaps.org/kite).

However, using multiple devices to administer a single testlet is not recommended. This means a student should not start a testlet on one device and then attempt to complete the same testlet on another device.

If the testlet cannot be finished on one device, use **EXIT DOES NOT SAVE** to discontinue the testlet (no answers will be saved). Begin the testlet again on a different device.

INTERNET CONNECTIVITY

An internet connection is required to deliver assessments using Kite Student Portal. Your assessment coordinator or technology personnel can help with Internet connectivity.

KITE STUDENT PORTAL PROCEDURES

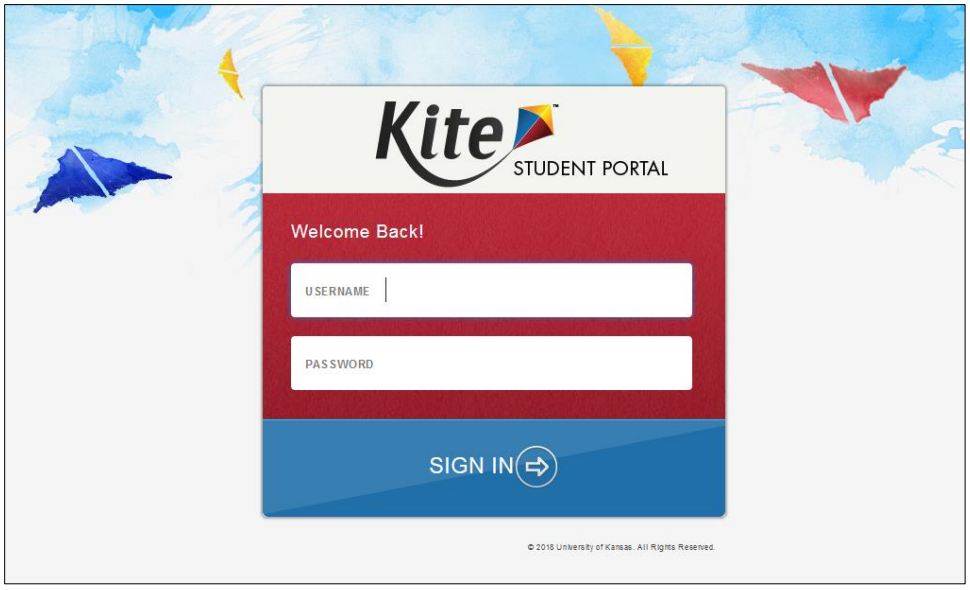
ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS

> HINT: Student Portal 7.0 must be installed before accessing practice activities or released testlets. For versions of Student Portal older than 7.0 (e.g., KITE Client versions), the older versions must be uninstalled before Student Portal 7.0 is installed. Download directions for each type of device are available on the Kite Suite webpage on the DLM website (https://dynamiclearningmaps.org/kite).

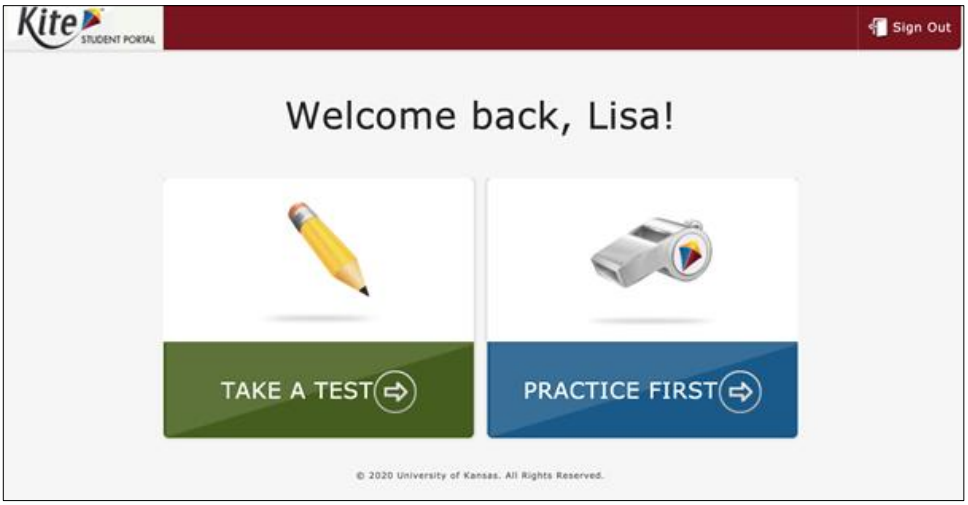
To access the DLM practice activities and released testlets, follow these steps.

1. Select the **Kite Student Portal** icon on the testing device.

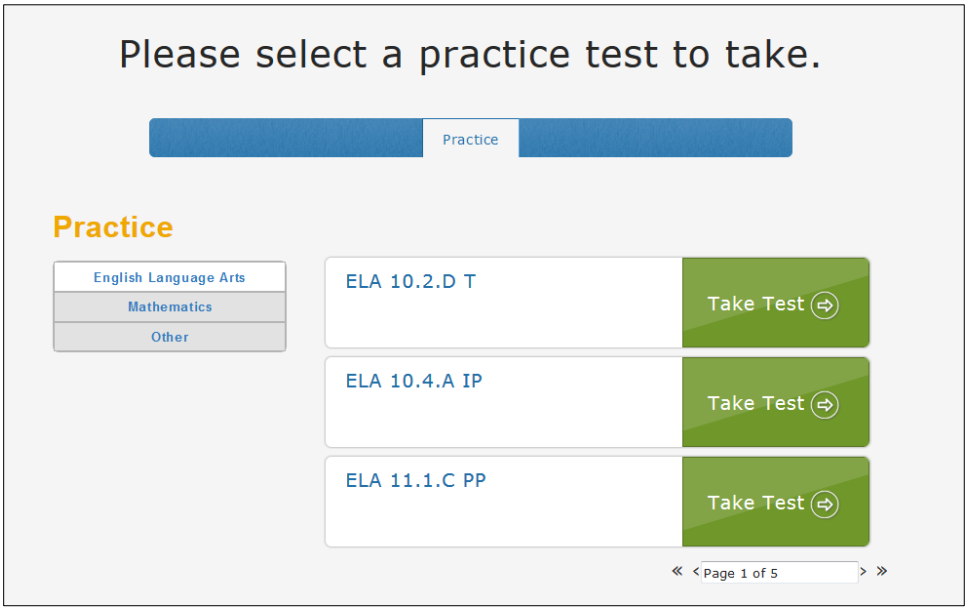
2. Enter the demo student username and password. Select **SIGN IN**.



3. Select PRACTICE FIRST.



4. Select the appropriate subject and scroll through the pages to select a test. Select **TAKE TEST** for the desired practice activity or released testlet.



5. Select **BEGIN**.
6. Continue with the testlet using the **BACK** and **NEXT** buttons to navigate. To stop in the middle of a testlet and end testing in that testlet, select **EXIT DOES NOT SAVE**.

To try a different student profile or a different released testlet or practice activity, complete a testlet or select **EXIT DOES NOT SAVE** to return to the welcome screen. Then sign out and sign back in with a different username and password.

BEGIN AN OPERATIONAL ASSESSMENT

To log in to Student Portal and begin the operational assessment, the assessment window must be open and the test administrator must have the student's username and password. The student's username and password will be the same for all DLM alternate assessments, including all testlets administered during the fall window, all testlets assigned during the spring window, and all field test testlets administered.

Before the test administrator can access the student's username and password, three requirements must be met:

1. The test administrator must read, agreed to, and sign the security agreement.
2. The test administrator must successfully complete the Required Test Administrator Training.
3. The student must be rostered to the test administrator.

The student's username and password will be the same for all subjects and for all field test testlets. They are available in Educator Portal and can be accessed in three places:

1. Before the opening of an assessment window, a test administrator can access but not print the student's username and password on the View Student screen.
2. After instructionally embedded assessment window opens, on the Instruction and Assessment Planner tab, select the Credential Icon to both access and print the student's username and password.
3. After the spring assessment window opens and the first testlet is assigned, a test administrator can both access and print the student's username and password from the Test Management screen in the Test Ticket Column.

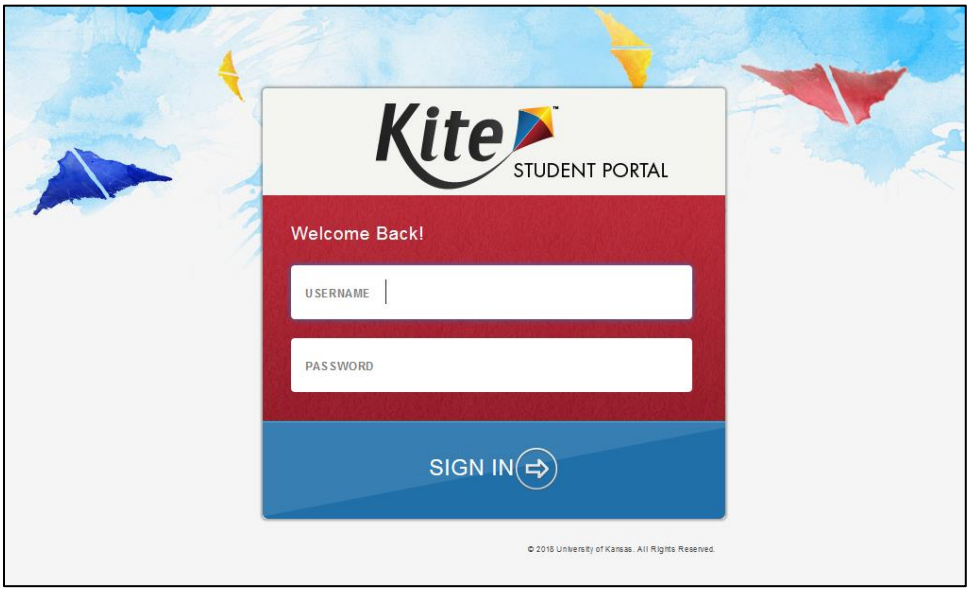
> Hint: Step-by-step directions on how to access a student's credentials in each of the above three scenarios are described in detail in the View Student Username and Password section in the EDUCATOR PORTAL USER GUIDE.

START A TESTLET

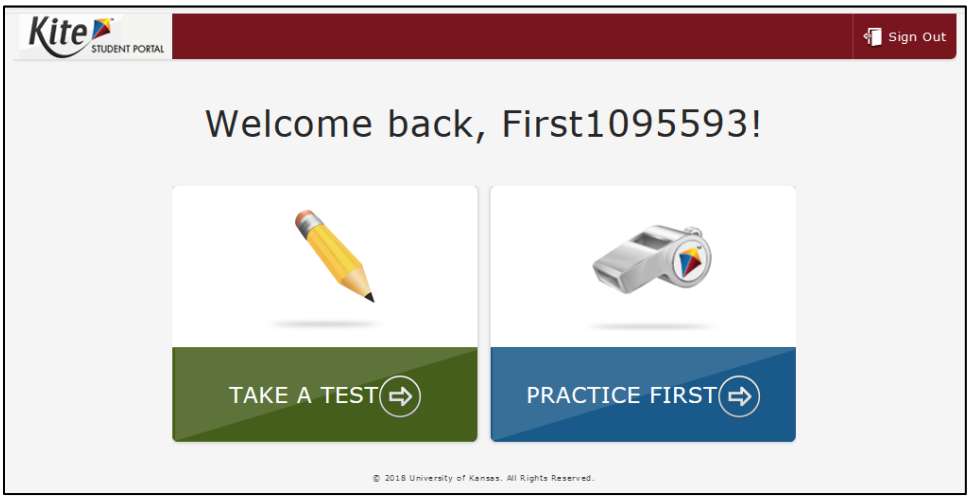
To administer a DLM alternate assessment, follow these steps.

1. Select the **Kite Student Portal** icon on the testing device.

2. Enter the student's username and password. Select **SIGN IN**.



3. Select **TAKE A TEST**.



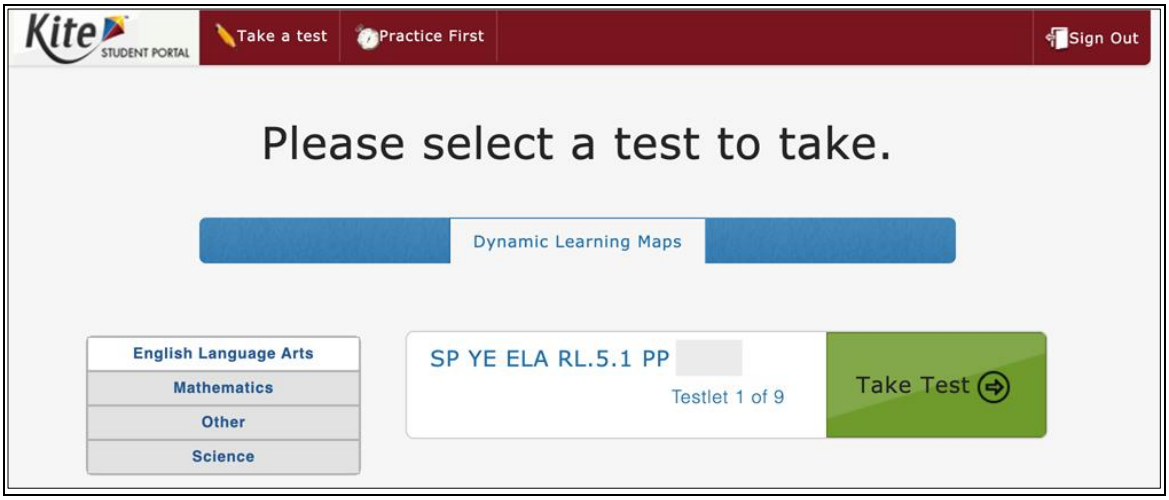
4. Select **Take Test** for the desired test. Only one testlet is visible at a time.

5. Select **BEGIN**.

HINT: Student Portal on iPads have an auto-lock feature that prevent users from using other apps while Student Portal is in use.

In the Spring Assessment Window, a message will display with the number of testlets remaining by subject (Figure 35). In this example, English language arts is the selected subject. The student is starting Testlet 1 of 9.

Figure 35. Screenshot of monitoring student assessment progress by subject in Kite Student Portal



Navigate in Kite Student Portal

Navigate in Student Portal with the buttons introduced in Table 23.

Table 18

Kite Student Portal navigation buttons

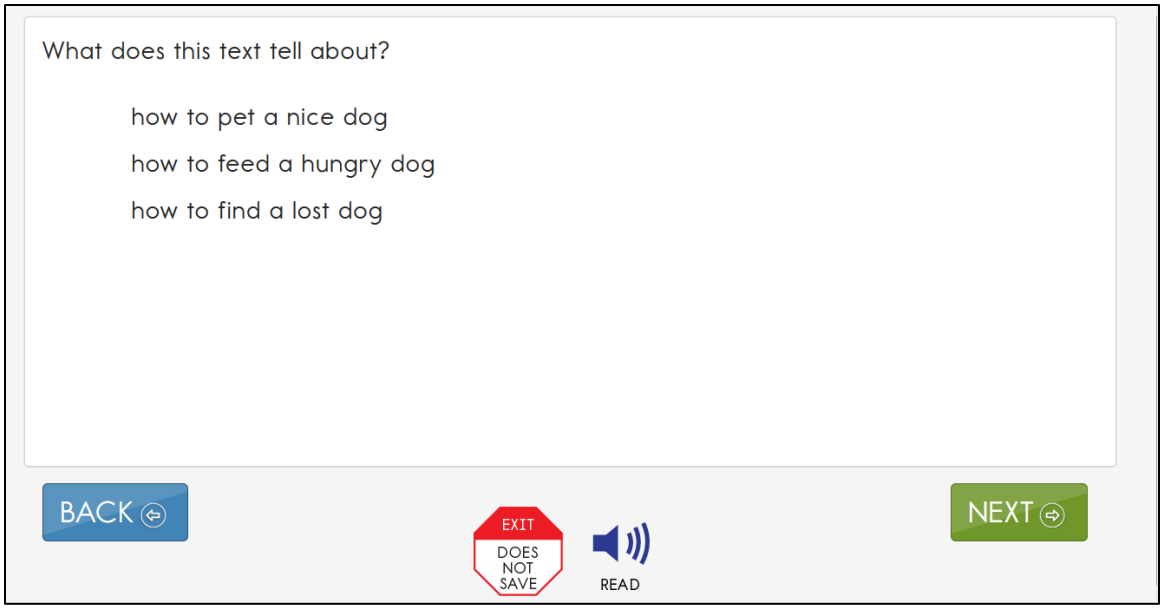
Button	Action
	Return to the previous screen.

Button	Action
NEXT	Go to the next screen.
READ	This button appears when the test administrator selected the Spoken Audio option in the student's Personal Needs and Preferences (PNP) Profile. This is a synthetic voice. Select the icon or the word **READ** to begin the read aloud option. Select again to stop the option.
EXIT DOES NOT SAVE	Exit the testlet without saving responses. Upon returning, the student will start at the beginning of this testlet.
GO BACK	Go back to review or to change responses for this testlet.*
END	Save responses and end this testlet.*

* Available on the review screen at the end of the testlet. See the review screen under

Figure 36 shows the buttons available on each testlet screen.

Figure 36. Screenshot of the available buttons on each testlet screen in Kite Student Portal



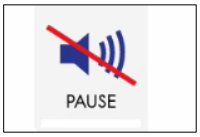
Spoken Audio

When Spoken Audio is enabled in a student's PNP Profile, a **READ** button with an icon will appear at the bottom of the screen next to the **EXIT DOES NOT SAVE** button. To start the Spoken Audio, students may select either **READ** or the icon to start the Spoken Audio (Figure 37).

Figure 37. Screenshot of the **READ** button in a testlet in Kite Student Portal

As soon as Spoken Audio is enabled, a diagonal red line appears across the icon and the word **READ** changes to **PAUSE** (Figure 38).

Figure 38. Screenshot of the PAUSE button in a testlet in Kite Student Portal



The synthetic voice continues reading until all sentences or response options on the screen have been read or the student selects **PAUSE**.

If the student selects **PAUSE**, the Spoken Audio stops. The icon changes back to **READ** and the icon becomes uncrossed again. To begin the synthetic voice reading again, the student selects **READ** and the Spoken Audio resumes.

Additionally, while the synthetic voice is reading, the sentences or response options on the screen are highlighted in yellow, one sentence or one response option at a time. If the student wants to hear the sentences or response options again or see the highlighting of them, the students may select **READ** repeatedly to reactivate Spoken Audio on any individual screen as many times as needed. Once the student is ready to move on, the student selects the **NEXT** button to move to the next screen.

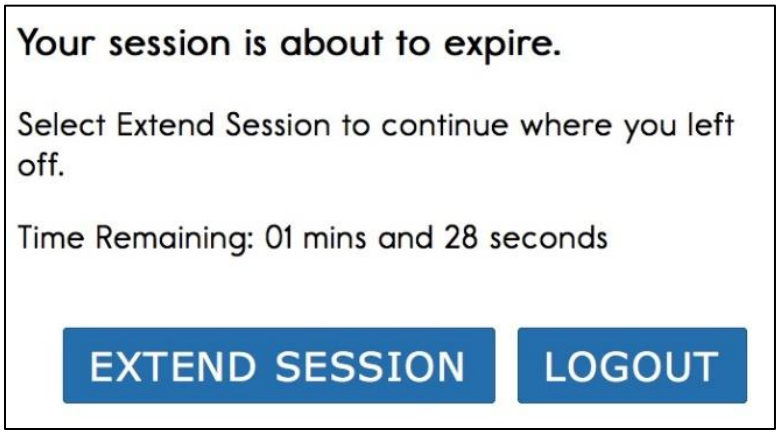
Take a Break During Assessment

DLM testlets are not timed and breaks are not limited during assessment. A student may take a break during an assessment in the following ways:

- Take a short break (up to 90 minutes).

  After 88 minutes and 30 seconds of inactivity in the testlet, the system provides this warning message: EXTEND SESSION or LOGOUT. After the 90 seconds expire, Student Portal closes the session automatically and does not save responses (Figure 39).

Figure 39. Kite Student Portal session ending warning



- Take a break between testlets.

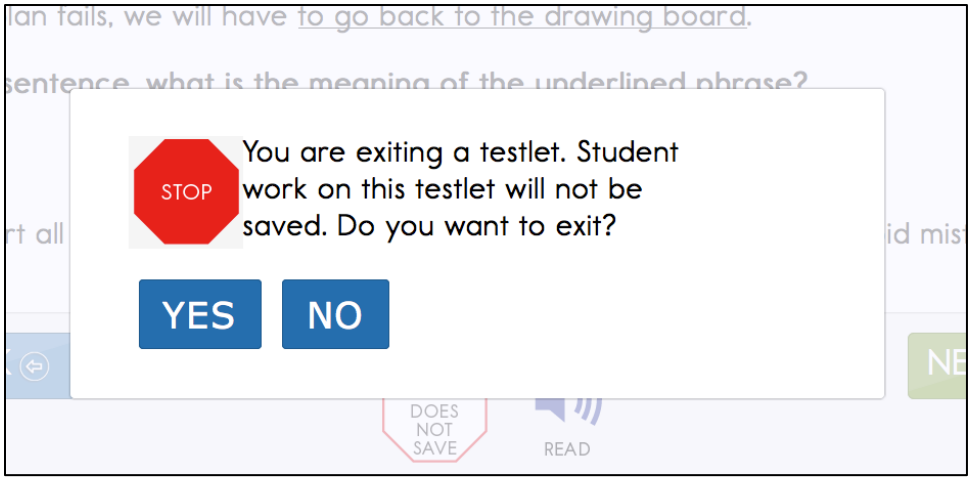
  After selecting **END** at the conclusion of a testlet, log out of Student Portal. Log back in when the student is ready to take the next testlet.

- Stop in the middle of a testlet using the **EXIT DOES NOT SAVE** button (allowed only in some states). No student responses will be saved and the testlet reverts to unused. When available, the button appears on every testlet screen (Figure 40).

Figure 40. Screenshot of the **EXIT DOES NOT SAVE** button in Kite Student Portal

This screen appears when choosing **EXIT DOES NOT SAVE** (Figure 41).

Figure 41. Screenshot of the **EXIT DOES NOT SAVE** message in Kite Student Portal



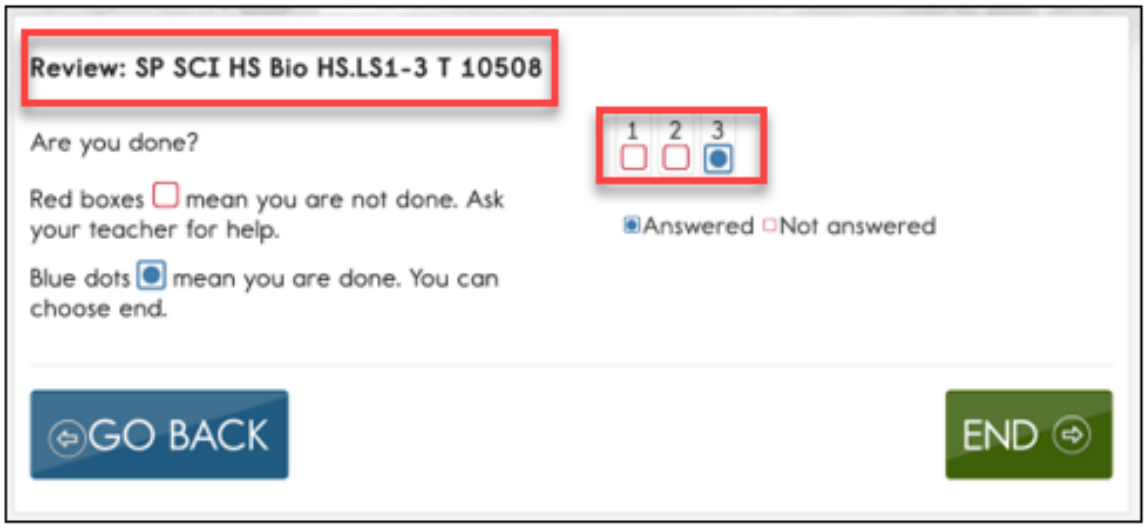
Select **YES** to exit the testlet without saving the student's work. When the student returns to the testlet, the testlet will start at the beginning.

Select **NO** to continue with the testlet rather than exiting. If you continue, you can save the work at the end of the testlet by selecting **END** on the review screen.

Complete a Testlet

This review screen appears at the end of a testlet. Figure 42 is an example of a high school biology testlet at the Target linkage level during the spring assessment window. Two of the items were not answered. This screen provides an opportunity for the student to go back to those items again unless they were purposefully left unanswered.

Figure 42. Screenshot of the review screen at the end of a testlet in Kite Student Portal



To complete the testlet, follow these steps:

1. Select **END**.

2. This confirmation message asks, "Are you sure you want to end?"

3. Select **YES**. (You will not be able to return to the testlet after you select **YES**.)
4. Select Close Kite.
5. Select **YES** in response to "Are you sure you want to exit?"

Troubleshoot in Kite Student Portal

If you see scroll bars when magnification is not selected in the PNP Profile, the student's display has technology issues. Try using a different device to correct the situation or contact your district technology staff for help.

For more help with common Student Portal problems, see the Troubleshooting Kite Errors page at https://dynamiclearningmaps.org/kite-troubleshooting.

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GLOSSARY

This glossary compiles definitions and acronyms relevant to the Dynamic Learning Maps® (DLM®) alternate assessment.

Term	Description
claim	ELA and mathematics: A broad statement about what the DLM Consortium expects students to learn and to be able to demonstrate within English language arts and mathematics. Each claim is subdivided into two or more conceptual areas.
conceptual area	ELA and mathematics: A region within the DLM learning map containing nodes associated with related Essential Elements, representing concepts and skills that support the learning of the Essential Elements in English language arts and mathematics. Conceptual areas are composed of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
connection	ELA and mathematics: The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.
core idea	Science: The key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication. For science, within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.
display enhancements	Options that change the testlet appearance on the student's device screen, including magnification, overlay color, invert color choice, and contrast color.
domain	Science: The major science content areas assessed are domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science.
Educator Portal	Educator Portal is a secure, web-based application designed to aid teachers and administrative users in the administration of assessments, including student enrollment and monitoring/tracking results. Users can access Educator Portal using any supported browser via https://educator.kiteaai.org/. For information on working within Educator Portal, see the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.

engagement activity	An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items. The engagement activity for some science testlets at the upper linkage levels include a short video without audio.
Essential Elements	Essential Elements are the content standards used for assessment for students with the most significant cognitive disabilities. Essential Elements are reduced in depth, breadth, and the level of complexity, and they build a bridge from the content in the grade-level standards to academic expectations. They are specific statements of knowledge and skills linked to the grade-level expectations identified in K-12 grade-level standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council's Framework for K-12.
First Contact survey	A survey used to collect background information about students who are eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. In the fall window, data gathered from the core questions from the survey are used to recommend the linkage level for each Essential Element for all subjects. In addition to the core questions, data gathered from the science questions are used to recommend the linkage level for each science Essential Element. In the spring assessment window, data gathered from the core questions are also used to recommend the linkage level for any ELA and mathematics Essential Elements that were not tested during the fall window. In the spring assessment window for science, data gathered from the core questions plus the science questions are used to assign the linkage level of the student's first science testlet. In both windows, data gathered from the core questions plus data from the writing questions are used to recommend the linkage level for the writing testlet.
Instruction and Assessment Planner	A part in Educator Portal where test administrators perform assessment functions for a student during the optional instructionally embedded assessment window. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery of a tested Essential Element at a linkage level.

instructionally embedded assessment	Occurs during the optional instructionally embedded assessment window where instruction and assessment are closely integrated with assessment functions being performed throughout instruction. Functions include educator-selected Essential Elements and linkage levels for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery indication for a tested Essential Element at a linkage level.
Kite Student Portal	Student Portal is a secure testing platform used by students to take testlets. Once launched, Student Portal prevents students from accessing unauthorized webpages or applications during testing. All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal. In addition to operational testing in the Student Portal, practice activities and released testlets can be administered using Student Portal. The log in credentials for the practice activities and released testlets are unique to each one. See the TEST ADMINISTRATION MANUAL for more information about Student Portal.
linkage level	ELA and mathematics: A small section of the DLM learning map model containing one or more nodes that represent critical concepts or skills needed to learn the Essential Element. ELA and mathematics each have five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. Science: An incremental level of complexity toward the learning target where an assessment was developed for the science Essential Elements. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.
materials	Any objects, manipulatives, and tools used during an assessment. Materials Collection lists are specific for each subject during each window. The lists are found on each state's DLM website under Educator Resources.
node	ELA and mathematics: A representation in the DLM learning maps of an individual skill or conceptual understanding identified in the research in ELA and mathematics.
Personal Needs and Preferences (PNP) Profile	Student-specific information that informs Kite Student Portal about an individual student's personal needs and preferences. The PNP Profile includes information the system needs to make the student's user interface in Student Portal compatible with their accessibility needs. The PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile found in Educator Portal.

plan	A plan is created in the Instruction and Assessment Planner in Educator Portal only during the optional instructionally embedded assessment window. A plan includes the educator-selected Essential Element and educator-selected linkage level and leads to the educator-assigned testlet for ELA, mathematics, and science.
released testlets	A released testlet is a publicly available, sample DLM assessment. Released testlets may be used by students and teachers as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets that are used in DLM operational assessments. New released testlets are added periodically.
Student Activity Table	A page in the Instruction and Assessment Planner in Educator Portal. The Student Activity Table provides an at-a-glance overview for all students rostered to the test administrator in the subjects in which the students are being tested during the optional instructionally embedded assessment window. The data in the Student Activity Table populates based on the test administrator's actions on the Student View Page for each student, i.e., how many testlets were administered. The table also includes three icons providing easy access to the First Contact survey, PNP Profile, and the student's credentials.
Student View Page	A page in the Instruction and Assessment Planner in Educator Portal that displays details about one student at a time for each Essential Element and linkage level. During the optional instructionally embedded assessment window, test administrators use the Student View Page for several instruction and assessment actions for each student, i.e., creating a plan and assigning a testlet. The system will display information about the student's testing progress, indication whether the student achieved mastery of an Essential Element at the linkage level tested.
testlet	A short assessment that begins with an engagement activity and include three to nine items, depending on the subject. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student's knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses only one Essential Element, except for the writing testlet, which assesses all writing Essential Elements together in one testlet. Testlets are delivered one at a time in each subject. They either teacher-administered or computer-delivered and they are adaptive, except for the writing testlet, which is always delivered last and linkage level assignment is not based on performance of previous testlets. More specific information is found in the TEST ADMINISTRATION MANUAL.

Testlet Information Page (TIP)	A PDF that is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment.
	The Testlet Information Page (TIP) for each testlet lists the materials needed or describes the attributes of the materials needed specific to a testlet.
	The materials listed in the TIP are especially needed for the teacher-administered testlets at the Initial and Distal Precursor linkage levels in ELA and mathematics, and the Initial linkage level for science.
	The TIP for testlets at the Initial level for science has picture response cards that must be printed before testing. Best practice is to print them in color.
	Computer-delivered testlets require fewer materials than the teacher administered testlets.

DYNAMIC LEARNING MAPS® APPENDIX

APPENDIX A. NUMBER OF TESTLETS FOR SPRING ASSESSMENTS

This chart shows the number of operational testlets to expect during spring assessment window. It is organized by grade for each subject area.

Grade	ELA Testlets	Mathematics Testlets	Science Testlets	Field Test Testlets***
3	9	8	9	0 or 1
4	9	8	9	0 or 1
5	9	8	9	0 or 1
6	9	7	9	0 or 1
7	9	7	9	0 or 1
8	9	8	9	0 or 1
9	9**	7**	9*	0 or 1
10	9**	8**	9*	0 or 1
11	9**	6**	9*	0 or 1
12	9**	0	9*	0 or 1

*For states testing end-of-instruction biology in high school, students receive ten testlets.

**The high school blueprint provides coverage options for students in grades 9, 10, 11, and 12 to support the various testing requirements in different states in the consortium. Each state sets its own policy for which high school grade(s) are appropriate for DLM assessments.

***Field Test Testlets in the spring are delivered after all operational testlets in a subject have been submitted.

HINT: Check your state's DLM webpage to see if your state tests DLM science.

APPENDIX B. FIRST CONTACT SURVEY (ALL QUESTIONS)

Current. No changes since 3/10/16.

The questions asked in the First Contact survey are included here. The test administrator completes the First Contact survey in Educator Portal. Only users with an Educator Portal role of District Test Coordinator, Building Test Coordinator, or Teacher have permission to enter student information in the First Contact survey. Other roles have permission only to access.

Asterisks indicate items that are required for all states. Other questions may be required based on state-specific directions.

> HINT: The status Not Applicable is possible in the First Contact survey column, but it is not common. However, because this option is so rare, check that you are logged in as a DLM user and that the student's information has been loaded properly into the system.

SPECIAL EDUCATION

Special Education Services
Select the student's Primary Disability

- autism
- deaf-blindness
- deafness
- developmental delay
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment, including blindness
- non-categorical
- eligible individual

Educational Placement: Choose the option that best describes the student's educational placement. "Regular Class" means a typical classroom, not a resource room or separate class.

- 80% or more of the day in Regular Class
- 40% to 79% of the day in Regular Class
- Less than 40% of the day in Regular Class
- Separate School: includes public or private separate day school for students with disabilities, at public school expense

- Residential Facility: includes public or private separate residential school for students with disabilities, at public school expense
- Homebound/Hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

SENSORY CAPABILITIES

Hearing

Hearing

- No hearing loss suspected/documented
- Questionable hearing but testing inconclusive
- Deaf or hard of hearing

Classification of Hearing Impairment

- Mild (26–40 dB loss)
- Moderate (41–55 dB loss)
- Moderately Severe (56–70 dB loss)
- Severe (71–90 dB loss)
- Profound (91+ dB loss)
- Unknown

Hearing: Mark all that apply

- Uses personal or classroom amplification (e.g., personal FM device)
- Uses unilateral hearing aid
- Uses bilateral hearing aid
- Has cochlear implant
- Uses oral language
- Uses sign language

Vision

Vision

- No vision loss suspected or documented
- Normal vision with glasses or contact lenses
- Blind or low vision, including vision that is not completely corrected with glasses or contact lenses
- Questionable vision but testing inconclusive

Classification of Visual Impairment Mark all that apply

- Low Vision (acuity of 20/70 to 20/200 in the better eye with correction.)
- Legally Blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction.)
- Light Perception Only
- Totally Blind

- Cortical Visual Impairment

Vision: Mark all that apply

- Requires enlarged print
- Requires tactile media (objects, tactile graphics, and tactile symbols)
- Requires or uses Braille
  - Uncontracted Braille
  - Contracted Braille
  - UEB

Technological Visual Aids: Mark all that apply

- Screen magnification device (fits over standard monitor) or software (e.g., Close view for Mac, ZoomText)
- CCTV
- Screen reader and/or talking word processor
- Manual (e.g., Perkins Brailler) or Electronic (e.g., Mountbatten Brailler) Braille writing device
- Device with refreshable Braille display

Motor Capabilities and Health

Arm/Hand Control and Health

Arm and hand control: Mark all that apply

- Uses two hands together to perform tasks
- Uses only one hand to perform tasks
- Requires physical assistance to perform tasks with hands
- Cannot use hands to complete tasks even with assistance

Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications, etc.) that interfere with instruction or assessment?

- No
- Yes

Computer Instruction

Computer Use and Instruction

Computer Use: Select the student's primary use of a computer during instruction

- Accesses a computer independently
- Accesses a computer independently given assistive technology
- Uses a computer with human support (with or without assistive technology)
- This student has not had the opportunity to access a computer
- This student cannot access a computer with human or assistive technology support

Why has this student not had the opportunity to access a computer during instruction?

- Student's disability prevents the student from accessing a computer
- The equipment is unavailable

- Student refuses to try to use a computer
- I (or other educators) at this school have not had the opportunity to instruct the student on computer usage

Computer access during instruction: Mark all that apply

- Standard computer keyboard
- Keyboard with large keys or alternative keyboard (e.g., Intellikeys)
- Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
- Standard mouse or head mouse
- Eye gaze technology (e.g., Tobii, EyeGaze Edge)
- Scanning with switches (one or two-switch scanning)

Level of attention to computer-directed instruction

- Generally sustains attention to computer-directed instruction
- Demonstrates fleeting attention to computer-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to computer-directed instructional activities

Level of attention to teacher-directed instruction

- Generally sustains attention to teacher-directed instruction
- Demonstrates fleeting attention to teacher-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to teacher-directed instructional activities

COMMUNICATION

Expressive Communication

*Does the student use speech to meet expressive communication needs?

- Yes
- No

*Choose the highest statement that describes the student's expressive communication with speech

- Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

*Does the student use sign language in addition to or in place of speech to meet expressive communication needs?

- Yes
- No

*Choose the highest statement that describes the student's expressive communication with sign language

- Regularly combines 3 or more signed words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 signed words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, and commenting)
- Usually uses only 1 signed word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Select the student's primary sign system

- American Sign Language (ASL)
- Signed Exact English (SEE)
- Hybrid or idiosyncratic/personalized signing system

Alternate Communication

*Does the student use augmentative or alternative communication in addition to or in place of speech or sign language to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with augmentative or alternative communication

- Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, commenting)
- Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)

Augmentative or alternative communication

How many symbols does the student choose from when communicating? (choose the highest that applies)

- 1 or 2 at a time

- 3 or 4 at a time
- 5 to 9 at a time
- 10 or more at a time

What types of symbols does the student use? (choose all that apply)

- Real objects
- Tactual symbols
- Photos
- Line drawing symbol sets (Boardmaker, PCS, Symbol Stix, other)
- Text Only

What voice output technology does the student use? (choose all that apply)

- Single message devices (e.g., BIGmac)
- Simple devices (e.g., GoTalk; QuickTalker; SuperTalker)
- Speech generating device (e.g., Tobii-DynaVox, PRC/PrentkeRomich)
- None

If the student does not use speech, sign language, or augmentative or alternative communication, which of the following statements best describes the student's expressive communication? Choose the highest statement that applies

- Uses conventional gestures (e.g., waving, nodding and shaking head, thumbs up/down), looking, pointing, and/or vocalizations to communicate intentionally but does not yet use symbols or sign language
- Uses only unconventional vocalizations (e.g., grunts), unconventional gestures (e.g., opening mouth wide to indicate hunger), and/or body movement to communicate intentionally
- Exhibits behaviors that may be reflexive and are not intentionally communicative but can be interpreted by others as communication (e.g., crying, laughing, reaching for an object, pushing an object away)

Receptive Communication

Receptive communication: MARK EACH ONE to show how consistently the student uses each skill. (1) 0% to 20% of the time = Almost never, (2) 21% to 50% of the time = Occasionally, (3) 51% to 80% of the time = Frequently, (4) More than 80% of the time = Consistently.

If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”

A. Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
B. Can perform simple actions, movements or activities when asked (e.g., comes to teacher’s location, gives an object to teacher or peer, locates or retrieves an object)
C. Responds appropriately in any modality (sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "do you want some ice cream?")
D. Responds appropriately in any modality (sign, gestures, facial expressions) to single words that are spoken or signed
E. Responds appropriately in any modality (sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
F. Follows two-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

LANGUAGE

Primary Language

Is English the student’s primary language?

- Yes
- No

Is English the primary language spoken in the student’s home?

- Yes
- No
- Unknown

Is English the primary language used for the student’s instruction?

- Yes
- No

ACADEMIC

***Reading Skills – Entire Section is Required**

Reading skills: MARK EACH ONE to show how consistently the student uses each skill. (1) 0% to 20% of the time = Almost never, (2) 21% to 50% of the time = Occasionally, (3) 51% to 80% of the time = Frequently, (4) More than 80% of the time = Consistently.

If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”

A. Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)

B. Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)
C. Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)
D. Reads words, phrases, or sentences in print or Braille when symbols are provided with the words
E. Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)
F. Reads text presented in print or Braille without symbol support but WITHOUT comprehension
G. Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)
H. Explains or elaborates on text read in print or Braille

Reading Skills

Student's approximate instructional level of reading text with comprehension (print or braille): Mark the highest one that applies

- Above third grade level
- Above second grade level to third grade level
- Above first grade level to second grade level
- Primer to first grade level
- Reads only a few words or up to pre-primer level
- Does not read any words when presented in print or Braille (not including environmental signs or logos)

***Math Skills Entire Section is required**

Math skills: MARK EACH ONE to show how consistently the student uses each skill. (1) 0% to 20% of the time = Almost never, (2) 21% to 50% of the time = Occasionally, (3) 51% to 80% of the time = Frequently, (4) More than 80% of the time = Consistently.

If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

A. Creates or matches patterns of objects or images
B. Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)
C. Sorts objects by common properties (e.g., color, size, shape)
D. Counts more than two objects
E. Adds or subtracts by joining or separating groups of objects
F. Adds and/or subtracts using numerals
G. Forms groups of objects for multiplication or division
H. Multiplies and/or divides using numerals
I. Uses an abacus
J. Uses a calculator
K. Tells time using an analog or digital clock
L. Uses common measuring tools (e.g., ruler or measuring cup)

M. Uses a schedule, agenda, or calendar to identify or anticipate sequence of activities

***Writing Skills Entire Section is Required**

Indicate the highest level that describes the student's writing skills. Choose the highest level that the student has demonstrated even once during instruction, not the highest skill demonstrated consistently.

Writing includes any method the student uses to write using any writing tool that includes access to all 26 letters of the alphabet. Examples of these tools include paper and pencil, traditional keyboards, alternate keyboards and eye-gaze displays of letters.

A. Writes paragraph length text without copying using spelling (with or without word prediction)
B. Writes sentences or complete ideas without copying using spelling (with or without word prediction)
C. Writes words or simple phrases without copying using spelling (with or without word prediction)
D. Writes words using letters to accurately reflect some of the sounds
E. Writes using word banks or picture symbols
F. Writes by copying words or letters
G. Scribbles or randomly writes/selects letters or symbols

***Science Skills Entire Section is required (This section is only visible for states administering the DLM science assessment.)**

Science skills: MARK EACH ONE to show how consistently the student uses each skill. (1) 0% to 20% of the time = Almost never, (2) 21% to 50% of the time = Occasionally, (3) 51% to 80% of the time = Frequently, (4) More than 80% of the time = Consistently.

If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

A. Sorts objects or materials by common properties (e.g., color, size, shape)
B. Identifies similarities and differences
C. Recognizes patterns
D. Compares initial and final conditions to determine if something changed.
E. Uses data to answer questions.
F. Identifies evidence that supports a claim.
G. Identifies cause and effect relationships.
H. Uses diagrams to explain phenomena.

End of Survey

STATE APPENDICES

DOCUMENT HISTORY

NOTE: Page numbers are valid ONLY for the date and version noted. They may change in future versions.

Date	Section Name/Summary of Changes	Starting Page
7/23/2020	Updated language	Throughout